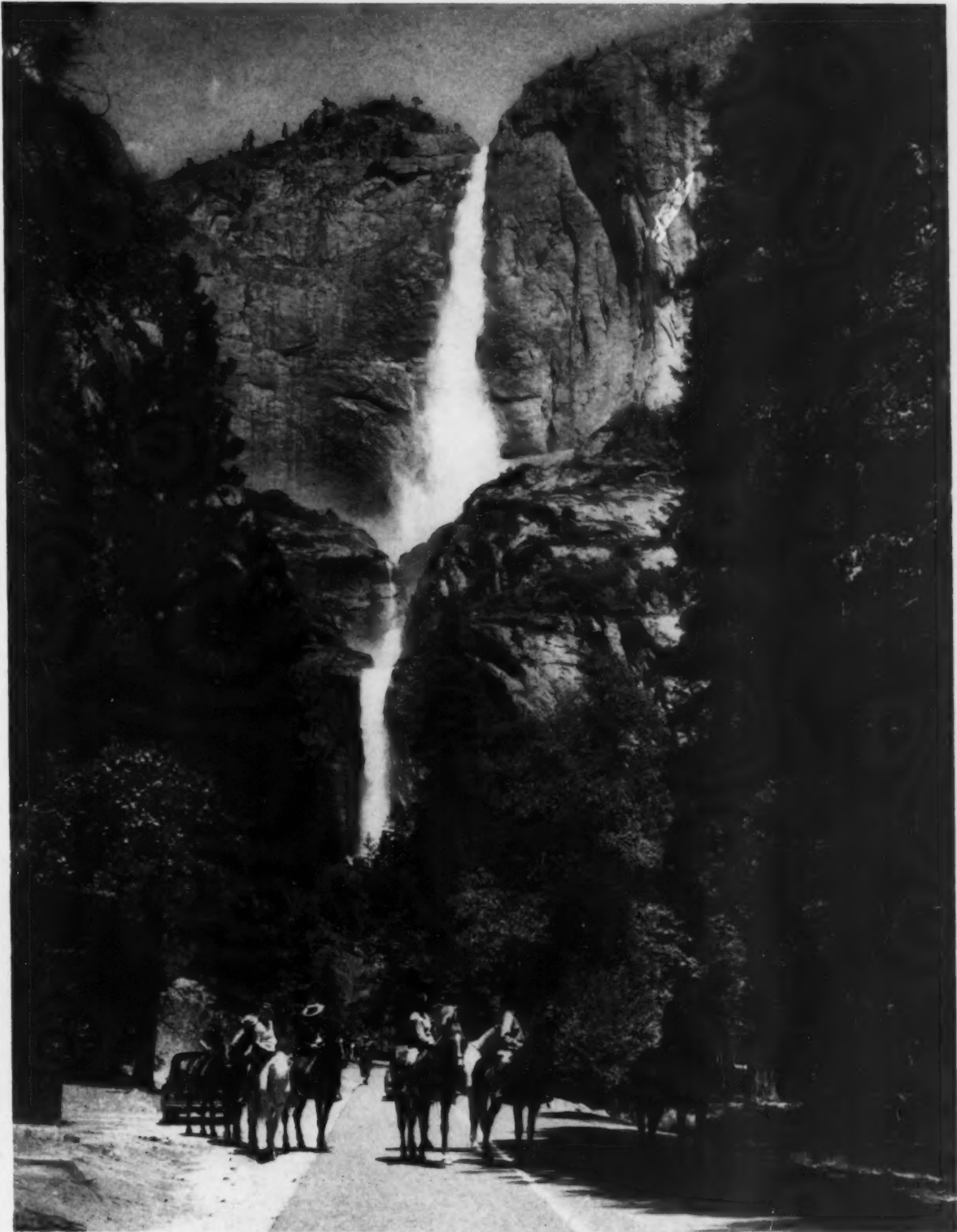


Sierra

EDUCATIONAL NEWS



A Group of Horseback Riders near Yosemite Falls in Yosemite National Park

There are 37,000 copies of this issue **JUNE 1942**
CALIFORNIA TEACHERS ASSOCIATION

NEA TO DENVER

JUNE 28 TO JULY 2, 1942

★ DENVER IS THE CONVENTION CITY
JUNE 28th-JULY 2nd ARE THE DATES
SANTA FE RY. IS THE OFFICIAL ROUTE



★ Lengthening shadows of Grand Canyon from the Rim. This is first sightseeing stop.



★ View of Palace of the Governor in Old Santa Fe, one of many historic places to see.



★ City and County Bldg. at Denver, Convention City, Rocky Mtn. Natl. Park gateway.



★ Never Summer Range—Rocky Mountain Natl. Park

O. ROACH

★ ★ ★ ★ ALONG THE WAY

HERE ARE SCHEDULE AND HIGHLIGHTS OF THE TRIP

Lv. San Francisco	Santa Fe	10:00 AM June 24
Lv. Oakland	Santa Fe	10:25 AM June 24
Lv. Berkeley	Santa Fe	10:35 AM June 24
Lv. Stockton	Santa Fe	12:55 PM June 24
Lv. Fresno	Santa Fe	4:05 PM June 24
Lv. Bakersfield	Santa Fe	6:50 PM June 24
Lv. San Diego	Santa Fe	4:00 PM June 24
Lv. Santa Barbara	Southern Pacific	3:27 PM June 24
Lv. Los Angeles	Santa Fe	7:15 PM June 24
Ar. Grand Canyon	Santa Fe	11:45 AM June 25

★ At Grand Canyon we will see one of the great scenic wonders of the world. It is impossible to describe the ever-changing beauty and majesty of this great gorge—217 miles long, 4 to 8 miles wide and a mile deep. Only a fraction of its surface has been trodden by man. However, we can "explore" the Canyon in many ways. There are bus trips along the Rim of the Canyon, foot trails for hikers, trail trips by mule in Canyon. On the South Rim stands famous El Tovar Hotel, known for cuisine and hospitality. We'll leave with a desire to return again.

Lv. Grand Canyon	Santa Fe	8:00 PM June 25
Ar. Santa Fe	Santa Fe	12:30 PM June 26

★ Santa Fe is rich in history. Oldest capital in the U. S. and terminus of the historic Old Santa Fe Trail. Here we see the Plaza, Governor's Palace, Museum of Navajo Art, etc. In the vicinity are several famous Indian pueblos and prehistoric cliff dwellings. Here also is famous La Fonda Hotel, from which start the Indian-detours to the surrounding country. We will find much to see and do in the gay and charming Old Santa Fe, where our trail pauses too briefly.

Lv. Santa Fe	Santa Fe	6:25 PM June 26
Ar. Colorado Springs	Santa Fe	6:00 AM June 27

★ Colorado Springs is the gateway to the Garden of the Gods, Manitou Springs, Cave of the Winds and many other places of interest. Pike's Peak cog-road, which ascends to the Peak, starts from Manitou Springs. Nearby are Cripple Creek gold mines. Colo. Springs is famous resort and Colorado College is here. We leave for Denver, where we join the Convention.

Lv. Colorado Springs	Santa Fe	10:00 AM June 27
Ar. Denver	Santa Fe	11:50 AM June 27

★ FOR INFORMATION AND RATES

C. C. Thompson, G.P.A., 560 S. Main, Los Angeles, Calif.
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SIERRA EDUCATIONAL NEWS

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Total drop of the Falls is 2,425 feet. Photo by A. S. Johnson.
Plate courtesy of Yosemite Park and Curry Company.

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TRAVEL SECTION



COME TO COLORADO

COLORADO IS A VACATION PACKAGE OF VARIED ATTRACTIONS

Robert Warren, Denver

SWITZERLAND" and "Egypt" are adjoining neighbors in Colorado, where the National Education Association holds its convention June 28 to July 2. For this is a state of contrasts where anything topographical is possible and where vacationers seeking variety in beauty and interest can find it wrapped in one package. No need to shop afar.

"Switzerland" in this case is the Sangre de Cristo range in south-central Colorado, whose 14,000-foot snow-capped peaks have dug their toes into the Great Sand Dunes on mountains western slope.

"Egypt" is the Dunes, vaster than anything of their kind in America and possibly unrivaled anywhere. The sands mount to heights of 1500 feet and are spectacular enough to have been created a National Monument by the Government.

Fascinating legends connect both the Dunes and the over-hanging mountains. The Sangre de Cristo range was named by Valverde, Spanish explorer, who, the story goes, first saw their snowy heights crimsoned by the morning sun. "Sangre de Cristo!" (Blood of Christ!) he breathed in awe.

The Dunes are the source of many delightful tales, not without basis of fact. The listener may not believe the yarn of the web-footed horses, described as descendents of camels who once roamed the desert stretch, and who of a moonlight night are said to

race with the wind. But it is true, say those who know the Dunes, that bands of wild horses do rove there, that their hooves are of extraordinary broadness and that they run with the swiftness of deer.

It may not be true that a Mexican herder and a thousand sheep vanished within the Dunes overnight never to be heard from again, and that other legends of mysterious disappearances equally weird are only tales to thrill and chill, but the shifting sands of the Dunes today unearth the bones of man and beast.

The sites of these legends are within easy reach of the vacationer who may vary his summer sport by skiing down the sand of the Dunes, a favorite pastime of many visitors there.

Adding further to the contrasts of this region are the fertile lands nearby, with the Sand Dunes, occupying the great San Luis Valley, watered by the Rio Grande and among the most productive of western lands. Here, tucked away, the visitor finds a people living much as their ancestors in Old Spain.

To the west are the magnificent San Juan Mountains, yet to be completely explored, where 70 years ago the famed Packer Party, on a gold-seeking expedition, met a cannibalistic end. And a little further west are the cliff-dwellings of the beautiful Mesa Verde region, preserved from the time 2,000 years ago when they were tenanted by a cultured Indian race. Durango, a picturesque city, is the gateway to these regions and to great trout-fishing sport as well.

Colorado Springs

Across the Sangre de Cristo mountains and north a few miles is industrial Pueblo, hectic with wartime activity, its great steel foundry, largest west of the Mississippi, belching flame into the sky night and day. Several miles still further north is peaceful Colorado Springs, an art center of the

It's no small world the hiker up Colorado's 14,000-foot Long's Peak looks down upon. Magnificent and inspiring are the vistas to be seen in this State at the top of the Nation.



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West, offering pleasures dear to the heart of the average vacationer. "The Springs" is the gateway to the Pike's Peak region and South Park, happy hunting-grounds not so many years ago of the Ute Indian, and happy vacationland now for many a visitor.

Throughout Colorado, north, east, south or west, the vacationer can find equally startling contrasts — towering mountains, rich valleys watered by streams and lakes and brilliant with wildflowers; highways that conquer mountain fastnesses with the ease of a genie from Arabian Nights, and railroads that plunge through mountain ranges or race a rushing mountain stream through a narrow canyon; pleasant villages.

DENVER itself, capital of the State, where the NEA's convention will be held, offers a wealth of attractions within a few miles radius. Aside from the museums, parks and places of historic interest within the mile-high city, there are the scenic beauties of the Denver Mountain Parks system, within a few hours drive, which includes the trip up Mt. Evans over the world's highest highway, and the famous Park of the Red Rocks where fantastic rock-formations have carved a natural amphitheatre improved by man for his use.

There are two things, however, that maintain an even level in Colorado, this State of contrasts, these are climate and prices. Blue skies and invigoratingly cool light air; economical vacation costs of food, housing and entertainment, are items which vacationers may expect to find essentially unvaried in the "State at the Top of the Nation."

* * *

Modern Minus Sign

THE Modern Minus Sign, by Florence Marshall Stellwagen, is a 24-page pamphlet of clever verses issued by National WCTU Publishing House, Evanston, Illinois, price 25c.

The poems deal with the evils of nicotine, tobacco-smoking, and particularly the cigarette — which, according to Mrs. Stellwagen, is "the modern minus sign."

A RESTFUL VACATION

Come to Scott's Ranch this summer — a peaceful spot where your time is your own. Rest or vigorous activity as you desire. A homelike resort where the table is set in ranch style with the best in everyday foods. Cabins new and inviting.

The ranch is at the edge of the Salmon Trinity Alps primitive area. Trips to this wonderland of mountains, lakes and streams with competent guides and surefooted ponies. Guests met at Redding, or drive over graded dirt roads. American plan, one person, \$3.50 per day, \$22 per week. Folders at Peck-Judah, 672 Market Street, or California State Automobile Association, 150 Van Ness Avenue, San Francisco.

Scott's Ranch is owned and operated by Mr. and Mrs. Edwin W. Scott, P. O. Trinity Center, Trinity County, California.

Inter-America

INTER-AMERICAN Demonstration Center Project is a responsibility of United States Office of Education in cooperation with Coordinator of Inter-American Affairs.

The centers, about 25 in number, are scattered throughout the country from New York to California, and from Michigan to Texas. Centers were chosen primarily because they were already doing significant work in the study of the other American republics.

Since it seemed wise to have a variety of situations illustrated, schools of the following types are included: City, small town, parochial, county system, teachers college, university, State department of education, and a private school. Elementary, junior and senior high schools, and college levels are represented.

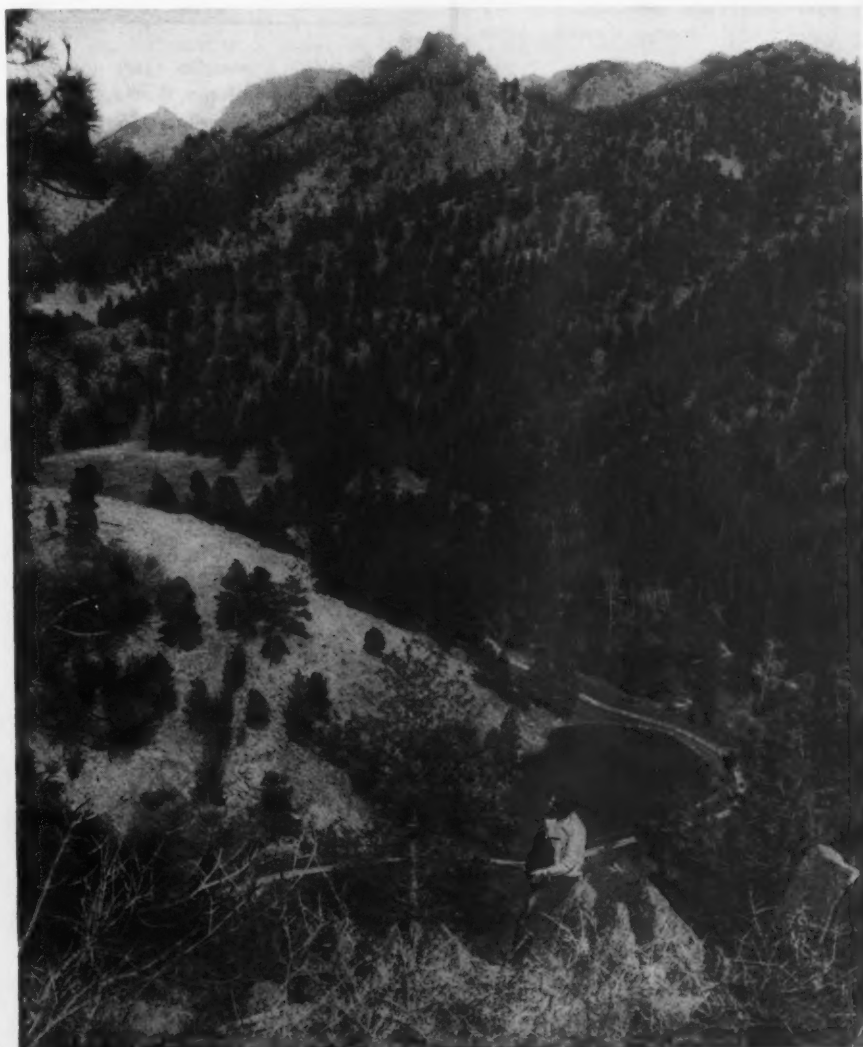
In addition to an office coordinator and a project supervisor, the Office of Education

has a staff of three field representatives who will work in close cooperation with the centers through a local coordinator. In addition, there will be special consultants in fields such as music, art, social studies, and curriculum, who will be available to centers for short periods of time.

The establishment of centers has for its purpose the development of better understanding and a greater appreciation of the other American republics among children, young people, and adults. Some schools will accomplish this purpose through integrating the idea into existing courses, through developing new activities, through giving new and different emphasis to Inter-American studies.

Others will accomplish their purpose by introducing new courses into the curriculum, by setting up workshops, and by other means. The Office of Education expects each center to develop an Inter-American program in keeping with its interests, needs, and resources.

A Colorado landscape — mountains, forest and lake, ideal for fishing, hiking and riding and wholesome outdoor relaxation.



HOME FROM DENVER

H. I. Scofield, Passenger Traffic Manager, Denver

CALIFORNIA educators returning from the National Education Association convention at Denver, not only will have much new scenery to view this season, but will find increased recreation made available.

War time, with its additional hour of daylight, has opened to view hundreds of miles of rugged mountain

beauty previously enshrouded by darkness along the Rio Grande Railroad, Scenic Line of the World, which pierces the Continental Divide in the Colorado Rockies, linking Denver with the Salt Lake and Ogden gateways to California.

The two principal daylight scenic trains operated by the Rio Grande through the Rockies are the Exposition Flyer, which terminates at San Francisco, and the Scenic Limited, between Ogden and Denver.

Liberal stopover privileges enable convention delegates to enjoy post-convention return trips stops at some of the West's most famous resort and recreation centers along the Rio Grande. Among these is Glenwood Springs, the Sea Beach in the Mountains, where is located the nation's

largest outdoor warm water swimming-pool, together with fine hotel and lodge accommodations.

The route of the Exposition Flyer is via the famous Moffat Tunnel. The Scenic Limited travels along the Royal Gorge of the Arkansas River. Hanging Bridge, on the floor of the Gorge, suspends the entire roadbed of the railroad by steel trusses braced in the canyon walls at a point where they are only 30 feet apart.

The Scenic Limited also serves Colorado Springs, with its popular Garden of the Gods, Cave of the Winds, Seven Falls and other points of interest.

Both scenic routes of the Rio Grande serve Mesa Verde National Park in conjunction with streamlined Rio Grande Motorway busses. The Park, located in extreme Southwestern Colorado, has the world's best-preserved prehistoric ruins, including ancient cliff-dwellings.

HARBIN HOT SPRINGS

LAKE COUNTY, CALIFORNIA
HOTEL AND HOUSEKEEPING
COTTAGES

A modern vacation spot. Hot and cold water and lavatory in every room. All rooms heated when necessary.

You don't have to go to Europe, Georgia or Arkansas to get the best of baths. You have them right here at HARBIN HOT SPRINGS in Lake County.

Natural hot white sulphur steam rooms, hot indoor plunge, tub baths, and swimming pools.

Dancing, tennis, badminton, ping pong, shuffle board, and hiking over mountain trails. Fine deer, dove and quail hunting in season on our 1000-acre grounds. Baths, sports and dancing free to guests.

Open all year and only ninety miles from San Francisco Bay cities over good all-year highway.

Modern housekeeping cottages a ten-minute walk from the main resort. All equipment furnished except towels and table silverware. Cottage guests are entitled to free use of baths, amusements, etc., of both resorts.

This is an ideal place for a real vacation and rest at very reasonable rates. Try it for your regular vacation or week end trip—you will enjoy it. Write direct or see any travel bureau.

NEWTON S. BOOTH

Proprietor and Manager

Harbin Hot Springs, Middletown
Lake County, California

Rio Grande's Exposition Flyer and Scenic Limited, crack daylight passenger trains on the Scenic Line of the World, both serve the Glenwood Springs region, unsurpassed Rocky Mountain recreational area. Here the Exposition Flyer cuts through the Rockies along the silvery Colorado River in beautiful Glenwood Canyon.



FEATHER RIVER INN

Open June 25—Plan Now
for real Vacation Fun. Meals of highest
standard. GUS MANN, Mgr.

Blairden, Plumas Co.
San Francisco Office,
South end Ferry Bldg., Tel. GAfield 1630

UNITED FOR VICTORY

IN Los Angeles City representatives of eight teacher organizations have formed a United Teachers Victory Council. In meetings permeated with a sense of unity and initiative, the Council has attacked the problems of teachers in wartime. The Victory Council's plan affords all teachers a

program of opportunities for voluntary Summer War Activity.

Represented in the Council are Los Angeles Elementary Teachers Club, High School Teachers Association, Probationary and Substitute Teachers Organization, American Federation of Teachers, Adult Education Association, Classroom Teachers Federation, Association of Childhood Education, and City College Faculty Group.

ARROWHEAD ALPINE CLUB

In the heart of the San Bernardino mountains. Near Lake Arrowhead. New Modern Cabins and Swimming Pool. Famous for CHICKEN and STEAK DINNERS. SPORTS: Golf-Tennis-Horseback riding, Swimming-Dancing. For reservations, any interested parties may write to the Arrowhead Alpine Club, Twin Peaks, California.



● Add to the joy of your trip to Los Angeles, the thrill of a stay at THE BILTMORE . . . an evening in famous "Supper Club of the Stars," The BILTMORE BOWL, a matinee luncheon in THE RENDEZVOUS, "Nite Club in the Afternoon."

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1500 ROOMS • ALL WITH BATHS
Singles \$4 to \$8 • Doubles \$6.50 to \$10
● THE BILTMORE ●



A SUMMER OF fun YOU'LL REMEMBER FOREVER!

For sports, games, and relaxation in the mountains come to Fallen Leaf Lake. Swimming, riding, boating, tennis. New lodge or secluded cabins, housekeeping accommodations or American plan. Greyhound buses stop at the door. Write for folder.

FALLEN LEAF LODGE FALLEN LEAF P. O.
LAKE TAHOE, CAL.

Arrowhead Alpine Club

CALIFORNIA teachers and their friends can enjoy a mile-high vacation at Arrowhead Alpine Club, in the heart of the San Bernardino Mountains. The crisp cool air whets the appetite for the chicken and steak dinners for which the resort is famed. Sports include golf, tennis, horseback riding, swimming and dancing. An illustrated folder may be obtained on request from Arrowhead Alpine Club, 815 South Hill Street, Los Angeles.

For cabin reservations, write Harry Miller, Manager, Twin Peaks, California, or Arrowhead Alpine Club, Twin Peaks, California.

A GOOD-WILL tour to Mexico, the second annual event of its kind, conducted this summer by alumni of University of California, Los Angeles, is announced by Frank S. Balthis Jr., president of the alumni association.

Open to University undergraduates and extension division students, alumni and their families, the 5000-mile round trip starts July 11 and ends July 26. Ninety persons made the trip last year, spending 8 days in and near Mexico City.

Swimming Pool at Arrowhead Alpine Club



SWITZERLAND IN AMERICA

JASPER PARK LODGE
IN THE CANADIAN ROCKIES

Snowcapped peaks and glacial lakes—rest and healthful recreation. Golf, tennis, swimming, trail-riding, fishing, hiking. Unmatched service and cuisine from \$9 per day with meals. Open June 15-Aug. 31. No passports needed by U. S. citizens. Call or write—
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Rural Community High Schools Face Their Problems is bulletin 2, rural education series, issued by Committee on Rural Education, 5835 Kimbark Avenue, Chicago; Iman E. Schatzmann, executive secretary. The committee has several bulletins, all free and available upon request.

* * *

Pan-Americana, supplement 1942, audio-visual and teaching aids on Latin-America,

**AS WORLD FAMOUS
AS SAN FRANCISCO**



The
**PALACE
HOTEL**

is a 22-page, mimeograph bulletin compiled by Dr. Lili Heimers, State Teachers College, Upper Montclair, New Jersey; price 50c; remittance must accompany order; stamps not accepted.

* * *

Fiftieth Anniversary

AT Citrus Union High School and Junior College, Azusa-Glendora, Los Angeles County (F. S. Hayden, district superintendent and principal) Parents Night, during the recent Public Schools Week observance, was uniquely celebrated.

The 50th anniversary of the school was the theme of an historic review, school exhibits and band concert. The stage was set for a studio and the history of the school, written in scenario form, was broadcast to an audience of over 800 people.

* * *

The Seabees

SEABEES is a brand new word, 100% U.S.A., to designate the men enlisted in the Construction Regiments of the Navy who build the advance and mobile bases outside the continental limits of the United States.

These men comprise draftsmen, mechanics, carpenters, electricians, power-plant operators, automotive repairmen, and others, for shore duty at naval bases. Acting appointments are made to persons, between

the ages of 17 and 50, in various ratings up to and including Chief Petty Officer, depending upon the age, experience and other qualifications of the personnel enlisted.

Application may be made at the nearest Navy recruiting station or by communicating with Commander E. J. Spaulding, Room 3442, Navy Building, Washington, D. C., for an application or enlistment form.

Commander Spaulding was prominent for many years in San Francisco civic affairs.

* * *

IN CHINA

DURING the last five years, the Japanese army and air forces have been deliberately and systematically destroying Chinese educational and cultural institutions.

Most of those located in the areas occupied by the Japanese troops have been plundered or forced to discontinue their work, while those situated behind the Chinese lines have been systematically sought out and bombed from the air.

Of the 108 universities, colleges, and technical schools at the outbreak of hostilities, 14 were totally destroyed, while 18 were damaged to such an extent that it has been impossible to operate them. Seventy-three other institutions which were removed to the interior cannot utilize the equipment they originally had and are operating with very scanty resources.

The total losses of property sustained by the Chinese universities and colleges as a result of the war have been estimated at \$65,200,000 (Chinese currency).

The total losses of books are well over ten million volumes.

— Excerpt from an article by Zing Yang Kuo, former President of Chekiang University, published in Institute of International Education News Bulletin, May 1, 1942.

**Let's Go To
Fallen Leaf Lake (June 21 to 27)**

— WITH THE

WEST COAST SCHOOL OF NATURE STUDY

2 Quarter Units of College Credit — No Tires? Go by Train or Bus

Write P. VICTOR PETERSON, San Jose State College

HEALTH EDUCATION

DO WE EDUCATE FOR HEALTH?

H. R. Weatherbe, Teacher, Petaluma High School, Sonoma County

TODAY the anxious cry heard all over the country is, "Are American men and women healthy?" The answer, according to draft physician examinations, is, "Only fairly so." These examinations take into account only the men of our country. On the whole, men and women take care of their bodies equally well; accordingly, a mass physical examination for women would probably find a like percentage of them as fit.

Training for vocations, avocations and hobbies used to be long ago a personal thing, but today the schools have taken over practically all of the education that a person receives. The public as a whole has consented to this change and, in most cases, has asked the schools to extend their sphere. The public has financed the education of their children for complete preparation for life. But from the results tabulated by the present draft, we find that education for the care of the human body must have been superficial at best.

Why has this phase of education been so neglected? The answer lies with the parents themselves who have established mental taboos about educating the students in the subject. According to most people, this education should take place only in the home. Yet, apparently, these people themselves do not know enough about the subject to instruct their children in the fundamentals of health or hygiene, or they would have done so.

These taboos are being broken down day by day. Such campaigns as that waged by the Surgeon General of the United States, on venereal diseases, have made a splendid beginning. But a taboo such as this will take a long time to crumble at its present rate of disintegration.

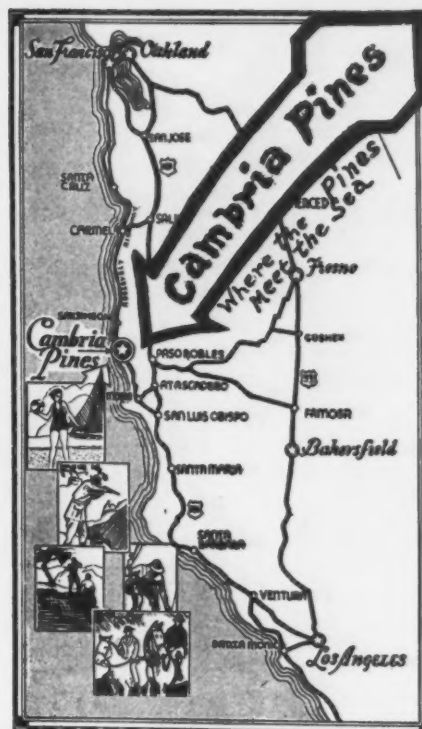
We know that some of the general public want health education in the schools. The so-called health ideals that are so well expressed in the Parent-Teachers Association program, the teachers institute speech and the administration meeting, would indicate strong authorization of health education in the schools. Unfortunately, it is a human trait to talk a great deal about what is to be done, and what is being done, and, at the same time, very little, if anything, may be accomplished.

The present-day picture shows few high schools with accredited health education classes*. A health education class should be organized as a separate course for full credit—not sandwiched in with biology, chemistry, home economics, or rainy day physical education in an extra classroom.

Before the schools can do the job that the public would like them to do, the schools will have to educate adults to the fact that health must be taught, and that it can be taught in high schools, by competent persons, without any unfortunate consequences. Although some of the better universities offer elective health education courses for their freshmen, health must be taught in high schools to reach the great masses of the people. We all know that only a small percentage of high school students go to college, and then, only a minority of these elect health education courses.

If the schools are to do an adequate job of educating the student completely, then health education must be included in the school curriculum. Before this can be done, however, health objectives mentioned above must be expounded to parents, non-progressive school principals and antiquated school boards so that permission may be gained and action initiated.

* In the process of compiling data for the Master's thesis, the writer became aware of the inadequacy of school health courses.



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The forest here pictured is C. F. Krauss Grove, in Humboldt Redwoods State Park, along Avenue of the Giants. A considerable area of the Avenue of the Giants, near this grove, is yet to be preserved. The lumber company owning the tract has begun logging operations. The preservation program of Save-the-Redwoods League is urgent. The State of California stands ready to match funds contributed by Save-the-Redwoods League and its collaborators. Gabriel Moulin Photograph.

Sierra

EDUCATIONAL NEWS

JOHN F. BRADY *President*
ROY W. CLOUD *State Executive Secretary*
VAUGHAN MacCAUGHEY *Editor*

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CURRENT EVENTS

Roy W. Cloud

THIS is almost the last day for the preparation of material for the final issue of Sierra Educational News for the school year 1941-42. Ahead of us is the vacation period and opportunities for refresher courses, vacation, or defense work. Behind us is a year of accomplishment; a period in which the members of the teaching staffs of the various schools of California have put forth an honest effort to do every task which had been presented.

Visits to various sections of California have convinced me more than ever before, that I am glad I have had an opportunity over a long period of time of being associated with public education in California. As one who has worked as a teacher, a principal, a county superintendent, a city superintendent, and Secretary of a great teachers organization, I am confident that there is no work performed by any other group or profession which does so much for the welfare of our country.

Every American employed in industry, defense work, or in the armed forces of the United States, for a considerable period of time has been under the direction of a teacher, principal, and a superintendent. At this time the world knows that the product of the public schools of America is doing a faithful and an efficient job

in every line of occupation. We are proud that we are Americans and we are happy that we are permitted to be in school work.

On Tuesday, April 28, Fred L. Thurston, for over 20 years Executive Secretary of Southern Section of California Teachers Association, died suddenly of a heart attack while attending a meeting of the Los Angeles Chamber of Commerce. Mr. Thurston had recently suffered an illness,

*Fred L. Thurston,
For many years Executive Secretary,
CTA Southern Section*



but had supposedly entirely recovered and was again attending to his office work.

The teachers of Southern California will miss this fine, enthusiastic, earnest worker. During his period of service in the South he has worked consistently to improve teaching conditions. He has been earnest in his study of needed reforms. He was a pioneer in teacher welfare. There is probably no teacher organization in the United States which has cared for its members as thoroughly as has the Southern Section. Contributions have been solicited. Teachers whose financial ability precluded treatment which they needed have been provided the best of care and even hospitalization through the work of the Welfare Committee of the Southern Section. Mr. Thurston was one of the founders of the teachers home, which is now located on its own property, free of debt, in one of the finest sections of the city of Pasadena. There, a considerable number of retired teachers are living in contentment through the efforts of this fine man who gave of his time and energy so unstintingly.

Mr. Thurston was only 62 years of age. Last summer I had the pleasure of traveling with him by auto through various sections of Indiana where he had lived as a boy. He had the keenest enjoyment in recalling his youth in the places which we visited. He loved his native state, but he was a loyal Californian and as an adopted son he did much to make this state a



CTA BOARD

Two New Members

W. A. Chessall, Vice-Principal, Ukiah Union High School (right), and Harold Seal, Dean, Long Beach Junior College (left), are two new members of the Board of Directors, California Teachers Association.

better place in which to live. For 14 years we have worked together in the closest of harmony and cooperative effort. We shall miss him.

California Teachers Association is fortunate in having as Mr. Thurston's successor his co-worker, Arthur F. Corey, who was unanimously elected to the vacancy which Mr. Thurston's death had caused. The Southern Section at its regular meeting on Saturday, May 6, selected Mr. Corey to carry on the work which has been so faithfully performed in the past. Although there is sadness because of Mr. Thurston's passing, we are happy that the important work in the South can be led by so capable a man as Arthur Corey.

Mr. Corey has spent most of his working life in California. He is a graduate of Whittier College and was a teacher, a district superintendent, and an assistant county superintendent in Orange County. From his position as assistant county superintendent, he was chosen by Honorable John W. Studebaker, Commissioner of Education of the United States, to serve as a field administrator for the Office of Education. During a three-year period Mr. Corey visited practically every section of the United States and conducted forums. Because the work in the federal office took him so much from his family, Mr. Corey returned to California and became Public Relations Director for the Southern Section of California Teachers Association. In addition to that work, he has served as Director of the Consulting Groups which have been conducted by the California Educational Policies

and Plans Committee of California Teachers Association. We wish for Mr. Corey a happy and profitable service in our Southern Section.

A VALUABLE worker in the South, W. Harold Kingsley, for a number of years Public Relations Director of the Southern Section and later the Secretary and the Public Relations Director for the Affiliated Teachers of Los Angeles, resigned on May 1 to take over the public relations work for the big magnesium plant, situated near Las Vegas, Nevada. With Mrs. Kingsley and the other members of the family, he has gone to our neighboring state to assume new responsibilities. The Affiliated Teachers of Los Angeles declined to accept Mr. Kingsley's resignation but instead granted him a leave-of-absence. This action of the governing board of his organization was well-deserved, as W. Harold Kingsley has given a wonderfully fine account of his stewardship of the affairs of the Los Angeles city teachers. We hope that his work, which is of a defense nature, will not keep him long from his place with the Affiliated Teachers of Los Angeles.

As Secretary of California Teachers Association it has been my pleasure during the past few months to visit a number of school districts and to communicate with many boards of education in an endeavor to have the salaries of the teachers adjusted to meet the rising costs of living. We know that the teachers of California merit increases. The average salaries paid

to the instructors in the various schools of this state are not commensurate with the dignity of the profession nor with the value of the services which are rendered. We hope that boards throughout the state will generally recognize the value of the service of their teachers and make upward adjustments which will, in a measure, bring their salaries to at least the same level which they were before the rising costs brought down the purchasing power of their wages.

The program of California Teachers Association for the next year will be occupied very largely with an endeavor to have the State Teachers Retirement Law amended. The members of the system must be assured that the money which they deposit each month for retirement salary and an annuity will be sufficient to insure a sound retirement system. (See also Page 38.)

Minimum Salaries

We shall also engage actively in a program to secure larger state appropriations so that the minimum salaries of elementary teachers may be increased. We know that many of the districts of California are taxing themselves almost to the limit in order that decent salaries may be paid. It shall be our effort, therefore, to secure at the next session of the Legislature the enactment of a bill which will pledge the State to larger appropriations than are now given for the elementary schools.

DURING the last week of August, candidates for various offices will be nominated by the political parties. Candidates for the very important office of Governor will be chosen. Senatorial candidates in 20 of the 48 Senate Districts must be selected. The voters in all of the 80 Assembly Districts of California will select candidates to run for the Assembly.

Every teacher in California should vote at this Primary Election and should cast a ballot for the officials whom they believe will most efficiently represent them and who will

be sympathetic to the continuance of a good educational program for the schools of the State. The legislative candidates who are seeking re-election have uniformly supported the school program which has been presented by California Teachers Association. The teachers where these people are seeking to again be returned to the Legislature should remember the services which have been rendered and vote

accordingly. If any teacher believes that he or she will not be home on election day, that teacher should vote by absentee ballot. We must show the public that we are good citizens, and good citizens always vote.

We wish for every member of California Teachers Association a happy and helpful vacation and a pleasant return to school work when the vacation period is ended.

FRED LEE THURSTON

A TRIBUTE TO A GREAT CALIFORNIA SCHOOL WORKER

Read by Miss Helen M. Lord, Past President of California Teachers Association Southern Section at meeting of the Southern Council held May 9, 1942, Biltmore Hotel, Los Angeles.

WE, who have known and worked with Fred Lee Thurston during the last quarter century may well pause to pay him tribute and give consideration to the results of his loyal service to our Association and profession.

It is hoped that the following statement may convey, in some degree, the thoughts expressed in the tributes received from his many friends.

Fred Lee Thurston was born in Summitville, Indiana, on September 13, 1880, and died April 28, 1942, while attending a luncheon meeting of the Education Committee of Los Angeles Chamber of Commerce. Those who knew Mr. Thurston best will agree that this fearless champion of public education in California died as would have been his wish—at work in behalf of the children and the schools to which he was so devoted.

His service for the schools of California started when he came to Whittier Union High School in 1910 as a teacher and athletic coach. As coach he was eminently successful in building boys into men with those ideals of fair play and sportsmanship which

have later led these same men to become leaders in the community life of Southern California. As a teacher of business subjects and later as head of the commercial department of the old Pasadena High School, he laid the foundation for a department that today is recognized as outstanding in the educational world. During his teaching career in Whittier and Pasadena he was active in local and state professional organizations.

He became Executive Secretary of California Teachers Association Southern Section on January 1, 1920, and held that position until his death. He was the first to hold this important office. Through it he served not only his profession but the community generally, exercising a sound, constructive influence on public education.

A Foremost Leader

The measure of a man is his achievement. Always loyal and sincere, Fred Thurston directed the activities of his office with untiring energy. Every step in the progress of public education in California since 1910 found him among the foremost leaders of the cause. He fought vigorously for such movements as the constitutional guarantee for education—teacher tenure—teacher retirement—sabbatical leave—sick leave—the

Riley-Stewart amendment—minimum salaries for teachers—and lived to see most of these objectives realized. In the words of Willard E. Givens, Secretary of the National Education Association, "There was no one in the United States who worked harder and more effectively for the teaching profession—local and national."

Opinion backed by years of acquaintance with important personalities and significant events of public life, coupled with his record of integrity, made men heed Mr. Thurston's words and diverted many a threat to our professional safety. Perhaps it was his Quaker background that made it natural for Mr. Thurston to settle "out of court." His ability to sense trends and the underlying import of events and then to prevent impending crises was doubtless one of his most valuable talents.

He literally gave his life for his chosen profession and fellow-teachers. Though he knew for many years that any day might be his last, never did he spare himself when duty called.

Teacher Welfare

Fred Thurston pioneered in the field of teacher welfare. The Bureau of Welfare of the California Teachers Association Southern Section now stands as a monument to his unflinching sympathy for teachers in distress and this program which he instituted and developed is unparalleled in our profession.

It has been suggested by many of his friends: first, that the Welfare Home shall henceforth bear his name; and, second, that a memorial endowment fund be raised which will guarantee financial security for the welfare program as envisioned by Mr. Thurston.

To those who worked with him it always seemed that Fred Thurston had two religions which really merged into one—his God and Public Education. He devoted his life to both so that in his thinking and in his acting they became indivisible. He combined a lofty idealism with a sound practicality which made him a powerful friend of the cause he advocated and an indomitable and charitable foe of all who sought to defeat his aims and purposes.

For those who knew him there is little time for grief. The cause of public education to which he was dedicated is now faced with unprecedented problems and the finest tribute which his friends can now provide is the attainment of the professional unity which he espoused, the protection of his achievements and the successful reaching of professional goals of which he dreamed. We, who must now carry on, can well emulate

the high standard of unselfish service which his life exemplified.

Memorial Resolutions

WHEREAS, Mr. Fred Lee Thurston, Executive Secretary of the California Teachers Association, Southern Section, was suddenly called from this life on Tuesday, April 28, 1942, after many years of meritorious service as chief executive officer of the largest section of the California Teachers Association, and

WHEREAS, Mr. Thurston worked untiringly year in and year out to help build up and maintain the high educational and professional standards which the Southern Section of the California Teachers Association now enjoys, and

WHEREAS, his personal honesty, ability,

and integrity, as well as his great capacity for friendship and constructive work in education have made a profound and lasting impression upon his many friends and acquaintances, not only in the Southland but also in the entire State of California, and

WHEREAS, the loss of Mr. Thurston's smiling and friendly presence and his courageous and inspiring help, particularly in times of educational stress, will be deeply felt,

THEREFORE, BE IT RESOLVED, that the Los Angeles County Superintendent of Schools, the Los Angeles County Board of Education, and the other public school educators of Los Angeles County do hereby extend their deep and sincere sympathy to his family with the hope that the memory of his outstanding service to the cause of public education in the State of California will help assuage their grief.

HIGHER EDUCATION

REGISTRATION DATA FOR CALIFORNIA INSTITUTIONS

Summarized by Dr. George A. Pettitt, Assistant to the President, University of California

AS a means of extending the usefulness of enrollment statistics which President Raymond Walters, University of Cincinnati, has gathered for many years, with particular reference to educational planning in California, the Office of Relations with Schools, University of California, with the cooperation of the State Department of Education, has inaugurated a supplemental program on registration statistics which endeavors to include all junior and senior colleges and universities, both public and private, in the State.

The first statistical report is published in complete form in California Schools, official publication of the State Department of Education. It contains registration data for the falls of 1940 and 1941, at all of the 7 State Colleges and University of California, at 25 of the 26 private 4-year colleges and universities, at 37 of the 38 public junior colleges, 9 of the 14 private junior colleges, and 14 of the 36 specialized professional or technical schools.

Although the inability of some schools to provide registration data within the time set for the return of statistical reports prevents the study from being entirely complete, the missing schools all have relatively

small registrations. For the first time reasonably accurate estimates may be made of the number of students enrolled in California schools, colleges and universities above the 12th grade.

Highlights of the report by Professor Hiram W. Edwards, Director, Office of Relations with Schools, are as follows:

In the fall of 1940, the registration of full-time, resident students, in junior and senior colleges and special schools, public and private, was 98,377. In the fall of 1941, as a result of increased demands for men in the armed forces, and for both men and women in defense industries, full-time resident enrollment dropped 11.5%, to 87,042.

This decline in full-time resident enrollment has been in part compensated for by an increase in number of part-time students. The registration of all resident students, consequently, declined only 7.3%, from 126,324 in the fall of 1940, to 117,030 in the fall of 1941.

The full-time resident enrollment of the various units in the fall of 1941 with the per cent of decline from the fall of 1940, was as follows: State Colleges, 11,537, decline 14.1%; State University, 23,286, decline 10.4%; private 4-year institutions, 20,180, decline 2.5%; public junior colleges, 28,414, decline 16.7%; private junior colleges, 684, decline 7.6%; and specialized schools, 2,942, decline 12%.

As would be expected, the decline results chiefly from the withdrawal of men students for war service or industrial work. In the liberal arts field for all colleges and universities the enrollment of men dropped 11.6%, and the enrollment of women 0.6%. The greatest percentage of enrollment decline occurred in fields which are largely restricted to men; namely; forestry, down 32.3%; and, law, down 24.5%. There is also evidenced a tendency for a shift of vocational interest on the part of women, for enrollment in the field of education dropped 23.5%. Medicine, dentistry, and music enrolled more students in 1941 than in 1940. The enrollment in certain fields declined less than the average for all fields, notably, the applied sciences, and pharmacy, and divinity.

The decline in full-time, resident enrollment was somewhat greater at the public junior colleges than at other types of schools, which is in harmony with one purpose of the junior colleges, namely, to provide terminal instruction preparatory to employment. As employment opportunities increase, the interval between high school graduation and the finding of a satisfactory job decreases in length for students in the terminal curricula. This trend is especially noticeable in junior college districts adjacent to war industry developments.

A further indication that the enrollment decline is a result of increased employment opportunity is provided by the fact that the smallest decline occurred among the 4-year private institutions, and private junior colleges, whose students, in general, are not under so much pressure to seek immediate employment. The largest private institutions, however, such as Stanford University and University of Southern California, experienced enrollment declines about twice as large as the average for private colleges, which may indicate that a more representative cross-section of the various economic levels is found in the larger private universities than in the smaller.

Part-time Increase

It is encouraging that the drop in full-time enrollment in junior and senior colleges has been accompanied by a net increase of 6.3%, from 12,671 in 1940 to 13,479 in 1941, in part-time enrollment, and a net increase of 1.2%, from 23,022 to 23,300, in summer session enrollment.

During the period covered by the survey, the trend toward relatively greater freshman enrollments at the junior colleges and State colleges, and relatively smaller freshman enrollments at the State University, has continued. Freshman enrollments at the State University dropped 13.9% to 3,855 in 1941, and 11% and 6.7% at the State colleges and junior colleges, respectively. Private 4-year institutions reported

a gain of 0.04% in freshman enrollments, and private junior colleges a drop of 9.9%.

COMPARISONS with colleges and universities elsewhere in the United States, as provided by President Walters, show that the decrease in full-time enrollment in California is slightly greater than the average, that is 11.5 as compared to 9.16%, but the decrease in full-time enrollment in California is less than the average for the country as a whole, that is, 7.3% as compared to 8.88. Public 4-year institutions in California, furthermore, have suffered some-

what smaller decreases in full-time enrollment than has the average of 57 public universities throughout the United States.

* * *

A very attractive printed program for Public Schools Week was issued by Burbank City Schools, Dr. Buel F. Enyeart, superintendent. The various activities of the educational program at Burbank were illustrated by excellent pictures which demonstrate that exceedingly fine work is being done in the Burbank schools.

LET'S GET ACQUAINTED

Robert U. Ricklefs, Headmaster, San Rafael Military Academy, Marin County

IN spite of the fact that I have become more or less immune against chance remarks springing from uninformed minds concerning private schools in general and military academies in particular, I am still occasionally bowled over with the degree of misconception among men and women in the field of education.

Only recently I sat with a high school principal in our gym watching and exciting basketball game between teams representing two schools. Within earshot, the Academy coach was giving his boys the customary last minute pep-talk before the start of the second half. He sent them on the floor with the words, "All right, gentlemen, let's go get 'em!"

At this, the principal turned to me with unconcealed surprise and said, "It's a pleasant shock to see the ways in which your boys are handled. I had always thought that cadets in a military school were herded about with clubs, fixed bayonets, and profanity! I didn't know that the word 'gentleman' was a part of the working vocabulary!"

When I had recovered sufficiently to make use of the vocal mechanism, I proceeded to give him a more accurate picture of our purposes and practices, as I have done many times. The thought presented itself rather forcefully that wider mutual understanding might help bridge the rather

unhealthy gap which has existed between independent and public schools in California.

Incidentally, it will be of interest to know that private school personnel have, as a rule, a comparable uncomplimentary misconception of the California system of education. This is understandable in view of the fact that our contact with public schools is largely through transfer students. Very often their previous school environment has failed in helping these youngsters attain their maximum educational accomplishment, and this has, of course, been unconsciously reflected in our collective opinion of collective You.

Significant Factors

Several significant factors contribute to the professional nonentity borne without too much complaint by Western private schools in general. Most important, perhaps, is the comparative scarcity of the institutions. In the New England States, more than three-fourths of the students entering the major universities come from private preparatory schools, while the situation in the states bordering the Pacific is exactly the opposite. Matriculants from private schools in the great state universities, Stanford, Southern California, and other institutions of higher learning, are a

minor representation among the multitudes from the state high schools.

Not to be disregarded in this matter is that format of the Pioneer mind which built the West. Pride in democratic ideals and confidence in state-controlled and operated schools—manifested by the fact that the first provision in the California Constitution pertains to free public education—have influenced in large degree the pattern of educational philosophy among the people of the West. Almost without question, they have put their faith in public schools to the exclusion of any other type of educational administration. Widespread is the belief that private educational institutions are only for the mis-fit and the namby-pamby.

And finally, it is unfortunately true that many private schools, unworthy of their responsibilities, have given the entire preparatory field a slightly pernicious reputation among educators and laymen who are carelessly undiscerning. All-too-often small private schools without professional ideals and without proper backing, personnel, or equipment, have been set up solely for the purpose of wheedling dollars from unknowing parents who feel that their children are in need of special educational attention and who are not able to discriminate between the good and the not-so-good. Fortunately, steps have been taken by the better independent schools through an accrediting association to alleviate this condition, and mal-practice is rapidly diminishing.

That we might have a better analysis of the representative California preparatory school, it is in order to consider briefly the elements which constitute any educational institution and give it character—students, personnel, and philosophy.

Students

Speaking in a general way, pupils in private schools compare favorably with youngsters in the schools of any normal community. The average intelligence quotient for cadets at San Rafael Military Academy over a period of years is 111. The

fluctuation year by year has been slight. The range in individual ability is great — tests this year indicate a gamut from 82 to 156. Educational quotient ratings for entering cadets are often below normal, since many boys are enrolled in private schools because they have not progressed as rapidly as they should in other educational situations.

Contrary to accepted opinion, boys and girls in good preparatory schools do not present serious citizenship problems. Youngsters who are not amenable to discipline are not knowingly enrolled. The very fact that the pupils from the lowest economic strata are automatically eliminated from the student-body banishes some of the more vexing problems faced by workers in the public school field.

It is certainly true that a greater proportion of our boys suffer from over-indulgence at home and the majority are inclined to be spoiled in varying degrees when they enter private school life. However, the very nature of the rigorous routine and common democratic principles practiced tends to overcome this rather quickly. Outdoor morning exercises that wake up the birds on wintery mornings and a modest allowance system are two favorable practices that help achieve results along this line.

Personnel

Private school teaching in the West offers men and women in the profession some unique advantages, and at the same time there are several unavoidable drawbacks which tend to discourage teachers from entering the field.

On the credit side are small classes and subsequent light teaching load, absence of co-ed problems, congenial surroundings in a good geographical location and the opportunity to do a thorough job through close contact with the youngsters.

On the debit side are such items as dormitory duty, lack of an opportunity to establish a normal home life, and day-and-night proximity with one's colleagues.

These factors combine to give a private school a faculty composed of excellent teachers, but which has a certain instability common in the smaller public schools where turnover is rapid. We are able to obtain fine young men who stay with us until they have gained the desire to marry and establish a home. Fortunately for the independent schools, there are many splendid teachers who prefer the intimate atmosphere and security afforded by the boarding-school to a home life and stay on indefinitely. The average length of tenure of our staff is slightly under 6 years with a range of 1-25.

Salary schedules compare favorably with the state schools. Inexperienced elementary school teachers receive a minimum salary of \$160 per month. Beginning high school instructors receive a minimum salary of \$175

a month. Normal annual increases of \$10 per month are expected.

All but one of our faculty of 15 members have valid California credentials. The one who does not is certificated in another state and has had valuable experience there.

Philosophy

IN broad terms, the objectives of the independent schools correspond to those of public institutions of learning — to provide the best possible educational environment for youngsters entrusted to their care, to help the individual student make maximum achievement in all lines of endeavor, and to prepare each for further academic training or vocation habilitation.

The basic difference in the programs of training hinges, of course, on the plans of the students after they have finished their secondary schooling. Probably not more than one-third of the normal graduating class in a public high school plans to continue with formal education, and, consequently, the vocational departments are rightfully emphasized.

At least 90% of the pupils in the private schools continue on to college after graduation. It is inevitable, therefore, that the program shall be essentially college-preparatory.

The biggest problem confronting the independent schools today involves the obvious discrepancy between ability and desire insofar as college ambitions are concerned. As pointed out earlier in this paper, the native abilities of the private school group corresponds pretty well with the high school average. Since the range in individual difference is as great as it is, it is only natural that a considerable number of college preparatory students in independent schools are not high class college material.

The difficulty is being handled more and more successfully through cadet and parent counselling and through direction of graduates to colleges with standards commensurate with their ability and training. For example, the last graduating class at the Academy numbered 31, and 28 are attending various colleges this year. However, only 6 are attending universities with class AA entrance requirements, i.e. an approximation of a B average in preparatory school work. Of interest, perhaps, is the fact that but 8 members of the class had grades of sufficient quality to satisfy the University of California entrance requirements in scholarship.

The challenge confronting private schools is great and the opportunities for meeting that challenge are favorable. Every public school teacher has expressed more than once the lamentable fact that the character develop-

ment made by a child during the 5 or 6 hours in his school environment is often nullified by his experiences during the remainder of the day. And every teacher has wished for smaller classes and a lighter teaching load in order that he might do a better job with individual students.

The private boarding school satisfies both of these conditions. The youngsters are with us 24 hours a day which places their whole scheme of living in our hands, and the ratio of teachers to cadets is roughly 9-1, with a maximum student-load per teacher of 50. The advantages offered by such a situation are obvious, as are the opportunities to make individual achievement.

IN conclusion, it might be in order to make a suggestion or two for action that will lead to closer co-operation and better understanding between the personnel of the two types of schools.

First of all, it would seem essential for the administrators to get together and this could readily be accomplished if private school executives were invited to join the sectional organization of secondary or elementary school principals.

Too, instructors in the independent schools should be encouraged to join the California Teachers Association and to participate in its activities. The local teacher groups might include teachers from the private schools in the area. It would be advantageous for masters in private schools to visit classes taught by the best teachers in their field in the public schools, and vice versa.

One fine connecting link that is already well established in some localities is competition in athletics. This could be expanded, possible even to the extent of including the teams in the same leagues.

We are all working on similar problems with the same objectives. Wouldn't it be more worthwhile and happier from all points of view if we knew each other better? Let's get acquainted!

The Writer's Craft

ARTHUR Henry Chamberlain, nationally known for his literary and educational work, for many years was editor of *Sierra Educational News*, *Thrift Magazine*, *Overland Monthly* and *Out West*. He has had experience as a newspaper man, book editor, author and literary critic, and leader of groups in creative writing. He is a member of California Writers Club; chairman, Board of Directors of League of Western Writers, California Press Association and member and past-president, Educational Press Association of America.

His most recent work, *The Writer and His Craft*, is a handbook intended for secondary school teachers and for instructors and group-leaders in the fields of literary appreciation, journalism, news writing, the short story, the essay, criticism and creative writing generally.

The manual is divided into four brief chapters as follows: Chapter 1, Some Basic Suggestions for the Beginner; Chapter 2, Essentials of Craftsmanship in Writing; Chapter 3, Writing as Related to First Impressions; Chapter 4, The Lifting Power of Literature.

It may be used with those who desire training in the fundamentals of composition and English, in vocabulary building, sentence structure, and in developing form, style and diction.

Price \$1.40; send check or P. O. money-order to the author, Arthur H. Chamberlain, Olympic Hotel, 230 Eddy Street, San Francisco.

* * *

Hard-of-Hearing

NATIONAL Workshop on problems of the hard-of-hearing in wartime occurs July 2-3 at University of Southern California, Los Angeles.

The topics, discussed by experts and representatives of governmental organizations, are timely and command public attention: conservation of human resources during war, utilization of man-power through training the physically-handicapped for work in war industries.

For further information address Mrs. Luce M. Moore, Hearing Clinic, University of Southern California, Los Angeles.



Los Angeles Teachers Credit Union Buys \$10,000 U. S. War Savings Bonds. Left to right: Parke S. Hyde, President of Teachers Credit Union; Florence Hampton, Secretary-Treasurer; Mary D. Briggs, Postmaster; Karl L. Kellogg, Treasury Department Representative.

FUTURE FARMERS

ANNUAL state convention of Future Farmers of America was turned this year into a state conference of representatives of the high school vocational agriculture student groups on "How to Help Win the War."

Outstanding speakers were invited to address the delegates from a majority of the 194 chapters in California high schools serving the rural districts. These included Dave Davidson, chairman, United States Department of Agriculture war board for California; J. P. Fairbank, extension specialist in farm machinery; Paul Dougherty, crops department head at California Polytechnic; Lyman Lantz, assistant director, State department of agriculture; and Lieut. Com. James Todd, USN.

Emphasis was placed on further work to be done in Future Farmers chapters to help win the war. Delegates took home ideas on expanding or improving present programs in food production through home vocational agriculture products and special "Victory" gardens, farm machinery repair, farm salvage drives for scrap-metal, paper, burlap bags and baling-wire; helping train and recruit additional farm labor, buying and selling war savings stamps and bonds, and generally developing a "live at home" program

for school and community in terms of travel limitations.

In the annual elections, Robert Bowman of Bakersfield was named president for 1942-43; James Ahlgren of Ripon, vice-president; Marvin Cassady, Jr., of Gridley, secretary; Leland Davis of Corning, treasurer; Joseph Branco of Los Banos, state reporter; and Alfred Bouturi of Hollister, yell-leader.

A total of 102 boys were named "State Farmer," highest state award in the organization. All are juniors or seniors in vocational agriculture, with outstanding farming programs, ample school and community leadership, activities and public service; and good scholarship. Their records showed these boys had averaged about \$1200 each in vocational agriculture project earnings, and \$1400 each in agricultural investments such as livestock, poultry, buildings, equipment and even land.

THE keynote for the conference was set by Julian A. McPhee, chief, State bureau of agricultural education and state adviser for Future Farmers of America in California. Forrest Harris of Modesto, retiring president, was in direct charge of the sessions. The meetings were held in accordance with tradition, at California Polytechnic School, San Luis Obispo, the service college for the vocational agricultural program.

DANCING IN SCHOOL

SOME RECIPES FOR DANCING IN THE ELEMENTARY SCHOOL

Henry Glass, Teacher, Needham School, Lodi, San Joaquin County*

IN varying degrees, various individuals devote themselves to creative arts and hobbies. To some, woodcarving, photography, poetry and music each offer the piece de resistance of artistic endeavors. My own particular enthusiasm has been channeled in dancing and its related arts. For the interest of others active in dance education on the elementary school level, I would like to record some of the results and ideas developed in evolving a dance program encompassing various types of dancing.

As a masculine individual, it has been my primary interest to develop a program of dancing for both boys and girls in the elementary school program. Though dancing is offered to both boys and girls in the primary grades, it is often omitted for boys after the 6th grade. This has resulted in the boys being unable to cope with the girls in acquiring an adequate dance vocabulary and has mitigated against a mutual interest in dancing for boys and girls. The lack of masculine dance teachers on the elementary level has also been instrumental in prolonging the prejudice held by many boys towards dancing.

The man teacher has a good opportunity to interest boys in a program of dancing by using the school playground as a point of departure. Boys are well aware of outstanding performers in athletics. On the playfield, one hears constant reference to figures of the gridiron, baseball diamond, and the track field. The extent of this interest is evinced in the figures and

posturings adopted by boys. By engaging in various games with the pupils and showing masculine capacities in sports, the teacher has won the first battle in winning boys to dancing. In the eyes of the boys, the teacher who can pass and kick a ball demands attention on the dance floor. In boyish parlance, he is a "regular guy."

Dancing to many boys is tainted as being "sissy stuff." Very often this occurs as a defense mechanism. Because of the lack of adequate experience, boys are unable to cope with girls in dance activities. To overcome this feeling, dance teachers will find it helpful to provide dance movements that are free and easy in execution as well as covering space. Though girls often enjoy adding a touch of femininity to dancing, boys verge towards the more vigorous movements of the athletic field. This would suggest presenting certain types of dances to individual groups of boys and girls. It will prove helpful in overcoming the inferiority felt by boys and win them over to dancing.

Both as a means of instruction and a method of creating interest, the teacher who can actually perform dances for the pupils has an advantage. Actual demonstration can be grasped through the visual and kinesthetic senses as well as the auditory. Again, the masculine teacher who can perform such dances as the Hopak, Csardas, Tarantella and Jarabe with a masculine interpretation can quite convincingly display the man's esprit in dancing. Pupils seldom find occasion to get a picture of the more unadulterated forms of national and folk dances. A knowledge, understanding and appreciation for dancing can be inculcated in this way.

The problem of holding hands is practically non-existent if dancing is carried on through a continuous program. Recently, Winifred Van Hagen

of the State Department of Physical Education demonstrated rhythmic games with a group of seventh graders. The pupils having had dancing, expressed their volition to dance on their own initiative. Under the direction of Miss Van Hagen, the pupils showed no reluctance or embarrassment in holding hands, linking arms, and assuming ballroom position. However, where it is impossible to have a complete dancing program through the grades, the holding of hands is a barrier to many boys and girls.

To surmount this difficulty, one will find progressive dances affording a quick change of partners very effective. Among progressive dances, one may use the progressive schottische, waltz, or polka. Self-consciousness may be often removed by offering large group dances in which all may participate. Among these are Gustav's Skoal, Waves of Tory, Sicilian Circle, Captain Jinks and various American quadrilles and square dances. In such dances as Csebogor, Lot Ist Tot, Bleking, Tantoli, and the Crested Hen, the action is sufficiently rapid and spirited to submerge any awareness of holding hands.

Active Non-Participants

The situation often develops where part of the class must be inactive as in presenting a new dance or because of space limitations. This sometimes causes boys to be conscious of their sideline cohorts and retards the free execution of the dance. One will find that enlisting the aid of the non-participants in clapping, whistling, or singing results in more complete cooperation. Another useful device is to have the audience act as critics and offer constructive criticism of the dances.

Children vary in their motor coordination abilities and some are unable to master dances as well as others. Praise and encouragement go a long ways in helping those who experience difficulty. Matching the awkward pupil with one more skillful is an aid in acquiring more complete technique. Dividing the students into small com

*Spanish, Mexican, Italian national dancing, USC. Folk Dancing USC, S. F. State, Chang's International Folk-Dancers, Russian dancing, Vaska Kuratoff. Scotch dancing, Jean Grist. Modern dancing, Betty Ellfelt, USC, Jose Limon and May O'Donnell. Dance teaching, Needham School, 4-8 grades; Lodi Union High-Night School, adults; Methodist Church group, USC; folk and social dancing, lecturer, dancer, writer; dancer, Estonian Village, Treasure Island, 1939-40; Mills College Folk Festival.

mittees with an able chairman offers another tool in perfecting dance patterns. The latter device also enables the teacher to help individuals needing special attention.

In acquiring basic fundamentals to folk-dances as the schottische, waltz, polka, and mazurka, the teacher can aid large numbers by directing them to move in a single circle. The teacher will then be able to place himself adjacent to the pupil who needs help while the circle is moving, or may take the pupil aside for a few pointers. For the pupil who professes an acquired dislike for dancing, encouragement and calmness are good antidotes. Some children who initiate acquired sluggishness can be "kidded" into better efforts.

BOYS and girls enjoy dances that contain the qualities of a game and the elements of chance. A simple circle dance as Captain Jinks serves admirably to this extent. One or more pupils are placed in the center of the circle. On the call "change and swing," these individuals may steal a partnership stepping in the line of direction of one of the dancers who must go into the center of the circle. The steal may be a mixed affair or interchanged for boys and girls. Knights and Hoboes in which the boys must find their original partners after progressing in opposite circles appeals to children. The popular American circle dance Old Dan Tucker has a game element in which one or more persons may steal partners. In one version of Gustav's Skoal, partners may be stolen by both boys and girls when the couples separate to pass under the arches. The latter dance has the advantage of permitting many rapid changes of partners. The boys dance, Seven Jumps, has the challenging qualities of a contest in that the boys vie to follow their leader precisely.

One of the values of dancing is the development of muscular control and coordination. These qualities are within the province of elementary rhythmic activities and can be developed over a period of time. Children

should not be nagged and harangued with the niceties of dancing. Technic should be administered at opportune times since it adds to the greater enjoyment of dancing and facilitates further progress. Boys are well aware of the control necessary on the athletic field and parallels may be offered to develop like enthusiasm on the dance floor. This is quite possible inasmuch as many dancing figures appropriate similar stances and movements adopted by gymnasts, boxers, football, basketball and baseball players.

Proficiency in Hopping

To develop proficiency in hopping, one will find dances as the Schottische, Bleking and Lot Ist Tot valuable. Practice in sliding occurs in Csebogar, Lot Ist Tot, Virginia Reel and Seven Jumps. Various American circle dances afford practice in skipping rhythms. The polka is simply combined in such dances as Ace of Diamonds, Wooden Shoes, and Heel and Toe Polka.

Experience shows that children enjoy dramatizing various types of dancing. The teacher may aid the characterization of a dance by furnishing adequate background through pictures, anecdotes and description of the general characteristics of a people and their country. With such a preview, the dance becomes a more integral part of the educational process and takes on expressive qualities that remove it from mere gymnastics. Girls enjoy adding the feminine counterparts to character and folk dances and should be encouraged to this extent. Boys should also be encouraged to exert their own vigor and enthusiasm in dances as a satisfaction to their masculine egos. Tap dancing and clog dancing allow ample room for girlish embellishments with light, dainty, and deft movements. In Modern Dancing, or creative dancing, the pupils can give fresh portrayals of their own characterizations emanating from their own resources.

Many teachers find it desirable at times, to have boys and girls work in separate groups during the dance period. This offers an opportunity to account for the preferences of boys

and girls and achieve a more varied program. It is very satisfying to the boys to be given a dance strictly their own. Dances such as Seven Jumps, Oxen Dance, Hopak, Csardas and Karmarinskaia are in this category. To balance the boys exclusive possessions of dances, the girls may be given Highland Scottische, Fancy Schottische, Tarantella, Chapanecas and the Csardas. Boys in the 4th and 5th grades enjoy performing various types of Indian dances associating them with the virile qualities of the Indians.

Costuming offers additional spice to the educational potpourri. This includes costumes worn by the teacher as well as the pupils. Simple bolero jackets fashioned from cambric are suitable for boys. Old vests redecorated with buttons, embroidery, cut flowers or other finery add a peasant quality for folk dances. Aprons may be made for the girls from cambric and decorated with waxed crayons. For special occasions in which dances are created by the pupils, costumes may be fashioned by the pupils themselves. The teacher may strike the keynote of dancing as well as familiarize the students with various national costumes by sponsoring a doll display. The teacher himself or herself may gain many unique effects in costuming by interchanging various parts of their wardrobe. For the feminine, simple aprons, bodices, and head pieces lend a varying note.

ONE of the more recent developments in the educational dance program has taken place in the modern dance movement. This creative dance form which demands of the intellectual as well as the physical is rapidly emerging in our secondary and collegiate institutions as a major art form. Though the technic achieved with more mature students is not possible with elementary pupils, the essence of creative dancing can be attained. Modern dancing affords the elementary teacher the opportunity to collaborate with the pupils in creating their experiences evolving from units of study. Elementary dance teachers who have

the opportunity to study modern dancing will find a fascinating and fresh type of rhythmic expression.

One of the child's cherished delights is to put on a show. The thrill of performing may be provided often in the rhythmic program. The following is a description of such a program:

The boys had been spending a number of periods learning and performing Indian dances. Thus they had accumulated a vocabulary of simple Indian rhythms and step patterns. At the beginning of the period, the boys were divided into committees with chairmen and allotted twenty minutes to work on a dance. While the boys prepared their part in the program, the girls were likewise divided into committees to create some original tap dances. The class was called together during the last fifteen minutes of the period. The chairman of each group announced and described the dance his group would perform while the others acted as an audience. Following the dances, a critical evaluation of the program was made.

The House Goes Up

The following is a description of a modern dance, the House Goes Up, created by the 5th grade at Needham School:

Organization: Six or more boys in sets of threes

Accompaniment: Drum and piano

Costume: Jeans and a colored shirt

1st movement: Lunge to the left, arms extended with bent left knee and straight right knee. (The movement is begun by the first group for 16 counts and picked up by the second group for 16 counts and repeated by all.)

2nd movement: Arms fully extended, swing freely across the torso beginning from the right. (Description similar to the first movement.)

3rd movement: Walk forward four steps, bend down, straighten up, rise and extend arms, walk four steps back to place. (This is initiated by the whole group walking 4 counts forward, 2 counts bending, 2 counts straightening, 2 counts lifting arms, and 4 counts back to place.)

4th movement: All begin by kneeling on hands and knees. With the weight on the left arm, the right arm extended swings overhead as the body twists to the side. (This is repeated left and right by the whole group for 16 counts. On the last two counts, the group sits on their knees and holds their hands stretching outward as a climax to the dance.)

RESULTS experienced by various teachers and research workers show that social, folk, tap and clog, modern, and Indian dancing can be included in the elementary program. The elementary dance teacher will find new areas of interest and activities in applying effort, enthusiasm and experimentation in the various dance forms.

Dusty Desert Trails is a recent publication of Caxton Printers, of Caldwell, Idaho. This book contains a great variety of legends and folk lore of the Pima, Apache, Hopi, and Yuma Indians. The stories are interesting and contain the beliefs of a primitive people. These tales have been collected by Louise McKee and Richard Summers. The book, well-illustrated, sells for \$2.50.

PRESENTING PLATO

Helen M. Stone, Teacher of Composition and Humanities, Pasadena Junior College

FROM out the mists of ages long since flown
Two names shine out; two giant minds we own:
Plato and Aristotle — teacher and pupil these,
Yet differing to the core in their philosophies.
One, the idealist, had vision clear to see
Back of sign and symbol, the true reality.
For Plato, two thousand years and more ago,
Caught glimpses of some Christian truths we know.
Of all who ancient Athens' highways trod
Plato came closest to the Fatherhood of God;
He closest came to a brotherhood of man,
The only basis for a democratic plan.

What lessons from these ancients might we moderns learn,
If, in our Republic, we to their goals would turn.
"If wisdom and right action have virtue for their base,
And every act and function were assigned their proper place,
This would result in order and prove the presence of Mind."
These words of ancient Plato in his *Phaedo* you will find.
Two other things he stresses if a state is to endure:
"Sound-mindedness" and "Justice" most social ills will cure.
Earth dwellers are but shadows; they cannot know the real;
Until one leads them to the light, true substance they'll not feel.
To lead them out of darkness is the duty of the State;
To bring to all men what is good, takes effort long and great.
These lessons to his students, the master, Plato, taught.
By precept and example, he tried to rouse their thought.
Virtue, Justice, Power to Reason — these belong to all.
Unless all men are taught these things the state will surely fall.
"All our energy and action spring from one Great Cause.
Reason must be purified before we learn God's laws."

How timely seem old Plato's words to listening modern ears;
We hearken to his message, then turn to face our fears.
If he in that dim yesterday could make these truths so plain,
We surely can rekindle them and set young hearts aflame.
We, too, must fight that fight for truth,
The truth that makes men free,
That all may have an equal chance to gain their liberty.
For ignorance and prejudice still hold mankind in chains;
We all have many leagues to go to realize the claims
That Plato saw so clearly as the birthright of mankind.
He knew the great First Cause to be Supreme, Eternal Mind.
But nations were not ready then to follow where he led.
For if they had, their enemies would brothers be instead.

Yes, there is much in Plato that we might do well to heed.
Perhaps his words will form a part of this year's teaching creed.

DISCIPLINE

THE PROBLEM OF THE UNRULY PUPIL

D. F. Lehmer, Teacher, Anaheim Union High School, Orange County

ANY system of control of so-called problem students that has as its major objective the idea of punishment as a means of remedying delinquency is bound to fail.

The whole emphasis must be placed on getting at the *causes* which underlie delinquency, and to the applying of a remedy that will bring about the rehabilitation of the student.

Punishment at best is merely a temporary restraint that checks the student in a certain course of action until (1) the real causes can be ascertained and (2) a remedy applied which will permanently remove the stimuli which resulted in an action which we deem undesirable.

Students are not really "bad," they are just different. The teacher finds himself in the position of a salesman. As a salesman the teacher undertakes to sell a certain product to all kinds of customers; some retarded, some brilliant, some indifferent, and some plainly antagonistic. If the student needs the particular instruction that is offered and does not take advantage of such service to the limit of his capacity, is it not a failure on the part of the instructor to so present his wares that they seem desirable?

Any experienced teacher can easily command attention. The creation of desire to master the subject is more difficult to accomplish—especially among those who are there simply because they are forced to be there.

How then to arouse desire on the part of students is the major problem. Can it be conceded, as a self-evident fact, where a major objective in life is fairly well-established, that desire to learn everything that contributes to that objective, is eagerly grasped by the student in his determination to materialize the goal he has set for himself? Can we not conclude that lack of a major objective is responsible for disinterest and inattention?

How can we as teachers stimulate

in the mind of the student a desirable goal in life? This, I believe, is the key to the whole matter. Certainly it cannot be done by magnifying our particular subject out of all proportion to its value in the general plan of all related subjects; or to its relative value in the life of the student which must be determined by his natural abilities, capacities, and inclinations.

Exploratory courses have come into being for the particular purpose of discovering the natural trend of student interest, ability, and adaptability. However, they do not always include the particular subject that is your specialty. It is generally true, however, that nearly all high school subjects do definitely contribute to any major objective that may be decided on by the student. Just how can the teacher stimulate the student to greater interest and activity in his particular subject?

Hidden Abilities

Suppose all teachers, regardless of their particular specialty, would concentrate part of the classtime in inspiring students to build a life of achievement and service, based upon the unique abilities which each undoubtedly possesses. There is a place in life which each can fill better than anyone else. Sell them on the idea. Get them to search out the hidden abilities that lie dormant within them. Stimulate their imagination by the lives of great men. Get them to build mental pictures of the men and women they would like to be. If they can imagine their future, it can be so. This is psychologically correct. Encourage them to plan toward a definite goal, and then insist that each day they add a little more detail to their picture. By doing this they create a master center of consciousness.

What is a master center of consciousness? Underlying the life of every purposeful human being there is a predominant

urge to express that which seems to them to be the most important thing in life. To some it is personal gain; to others it is self-realization, or the desire to express in the field of art, music, or literature; to others a life of service to their fellow man without thought to the acquiring of material possessions. To some the idea of justice is a master center, and everything in life must be censored by his concept of justice.

It is supremely important that we as teachers develop in the minds of students their relationship to the universe, their responsibility to mankind generally, and the fact that we are inseparably bound together as a great whole, that every act and thought of ours reacts to the good or hurt of all the rest of us.

We can not learn, and act, and think, and do, merely to advance our own selfish position in life. We must do these things because it contributes to the general good of all. By losing ourselves in the greater good we become inheritors of all those things which are the common property of all.

It is not the "loaves and the fishes" that is important; it is rather the contribution that we make in creative effort for the benefit of all of us, that somehow, somehow, returns to us untold blessings in happiness, joy, and abundance. True success, then, may be defined as that activity which contributes to happiness, and the expression of the best talents with which we are all endowed. Do you not think that an expanded viewpoint with regard to the real meaning of that much-abused word—success—be taught by us as teachers to our students in order that they may better order their future than we have been able to order our own lives in the past?

What is the result of a student having determined on a life goal for himself? Problems of discipline automatically disappear. The student is fired with a great ambition. Interest and attention become the order of the day. There is now purpose and plan to the whole procedure. The student has related your subject to his own ultimate field of experience. Self-interest is the energizing force. Your class now has atmosphere—the kind you want. You are now on a level; all working together toward a common goal. All trying to bring out the best abilities they have because it contributes to their separate goals in life.

The Usual Complaints

Let us consider the usual complaints issued against students. Try to realize that these are *effects*, not causes. The real trouble is buried far deeper than appears in the following:

Chewing gum
Eating candy in class
Disturbing other students

Insolence
Disrespect
Lying
Cheating
Stealing
Off grounds
Tardiness
Noisy
Mischievous
Damaging property

These pimples on the surface — these effects can usually be reduced to a few fundamental attitudes, such as:

Disobedience
Disrespect
Impertinence
Viciousness
Incorrigibility
Excessive wilfulness
Lack of control
Impetuosity

All of the above being evidence of maladjustment. Now let us get into the field of causes where we can begin to understand the real problem of the student; and if we are sufficiently understanding, apply the proper remedy. The following suggest the seat of the trouble:

Wrong home environment
Malnutrition
Bad teeth
Poor eyesight
Lack of ethical teaching
Thwarted self expression
Inferiority complex
Accepted suggestion of incompetence
Lack of filial love
Poor teaching — lack of stimulating interest
Frustrated desire to be important
Lack of sympathy and understanding
Wrong study habits — not corrected
Physical handicaps
Inability of teacher to relate subject to ultimate life expression of student
Brutality of parents
Bad companions

If this study is to have meaning let us consider, as teachers, the following corrective measures:

1. Insist upon proper study habits.
2. Develop memory by teaching law of association.
3. Develop interest in subject by relating it to student experience — present or future.
4. Stimulate mental picture making — especially the life objective. Make it a master center of consciousness. Student will naturally fill in the necessary details.
5. Make your subject interesting. Change methods of attack whenever interest lags. Forget your subject, if necessary, temporarily. Remember you are building a life — not constructing a machine.
6. Teach students how to think. Knowledge is a fine thing to have, but without wisdom it is meaningless. Wisdom is the proper use of knowledge toward an effective objective. Can wisdom be taught? No

John C. Fremont Elementary School, Long Beach



Recess at John C. Fremont Elementary School, Long Beach. Mrs. Percy L. Glover is principal of this school, which has had 100% enrollment of its teachers in the National Education Association for more than 21 years.

— but the modes of mind which call forth wisdom can be taught.

7. Never tell a student he is dumb or no good — banish all negative suggestions.

8. Let students know you believe in them and have unbounded confidence in their ability to achieve their place in life.

9. Never ridicule their ideas, but help them to correct wrong ones.

10. Be a pal, always sympathetic.

11. Remember you are a salesman — the Customer is always right. You are selling ideas. Students of all capacities and abilities come to you. Your failure to sell the customer (student) is your failure — not his. You must adjust your methods to stimulate and encourage students to the limit of their capacities.

12. Discipline should never be punitive. It is only a temporary dam set up so that the student can be *rehabilitated*.

13. Don't forget that there are other subjects being taught in school. Do not insist that your subject is so important that an undue amount of time be devoted to it to the injury of other subjects.

14. If you believe in the spiritual values of life don't be afraid to let your light radiate. It gives power to effective action. It is the stimulation that makes knowledge effective.

Your attitude, your sympathy and understanding, your kindness, your restraint under pressure, your belief in the essential good-

ness in all mankind will melt away all seeming obstructions.

Let us give purpose and direction to the living of a life.

* * *

Western Public Health, now in its initial volume, is a helpful periodical published by American Public Health Association, Western Branch, 45 Second Street, San Francisco; editor is W. F. Higby; subscription, 10 issues, \$1.

* * *

Cubberley Lectures

IN recognition of the outstanding contributions of Ellwood Patterson Cubberley to education and to the School of Education of Stanford University, his friends gave to Stanford University a fund for the maintenance of a lectureship in education.

Harold Benjamin, dean of the College of Education, University of Maryland, on November 12, 1938, lectured on The Emergent Conception of the School Administrators Task. On July 20, 1941, Will G. Carr, associate secretary, National Education Association, gave the Cubberley Lecture, entitled Educational Leadership in This Emergency. These two lectures have been published, each in a separate volume, by Stanford University Press; price each \$1.

PHYSICAL EDUCATION

WAR AND PHYSICAL EDUCATION IN THE SMALL HIGH SCHOOL

Norman S. Lien, Director of Physical Education, Maxwell Union High School, Colusa County; Allen Hearne, Principal

RUBBER shortages and blackouts have made it impossible for small high schools in some sections of the war zone to continue with interscholastic games.

This problem has made necessary an adequate intramural program of competitive sports in which highly-developed physical skill is desirable. Physical fitness cannot be overemphasized in these trying days, when our very existence depends upon physically-superior men in a superior armed force.

Lou Little, Columbia University's great football coach, recently said, when he became alarmed at the tremendous amount of curtailment of contact games, "Are we becoming a nation of pingpongers?" Contact games and games with lots of running are the type of exercise that will keep our boys and young men physically fit—and at the same time teach many democratic principles of fair play, give and take, levelheadedness in success, good losers in defeat.

At Maxwell High School a system has been worked out whereby competitive action is stressed and — this is important — the boys may win awards that ordinarily would have been won during a regular baseball or track season.

The gym classes are divided into groups of six boys. The personnel of each group is determined by a committee of three boys and changed every two weeks. The group functions as a single unit in basketball or track, but is combined with another when baseball or speedball is scheduled. A class of 20 boys would make three squads; 40 boys, six squads; the surplus boys filling into squads where other boys are absent.

The spring program consists of two days of speedball, one for basketball, one for track and one for baseball. The variety of speedball played at Maxwell High School is a more rugged type than that played in most schools which adhere to the official rules. The major rule changes allow players to run with the ball — and the use of the shoulders in blocking. The changed

rule simply states that a fly ball originally put in the air by a player's foot and caught before the ball touches the ground, may be advanced by running. A runner may be stopped by tagging. The penalty for being tagged is loss of the ball to the opponents at the nearest sideline out of bounds.

Better Baseball

The 50-60 minute period does not afford enough time to get as much out of hard baseball as is desirable. One of baseballs' biggest thrills is hitting. In order to increase the number of times at bat and also the number of innings in a limited period, it is suggested that two strikes be called an out and foul balls one-half a strike. Three balls are a walk. These changes make it possible to play 6-8 innings in a regular gym period.

In track, the six-man squads operate as

a single team. Two track events and a field event plus a relay are plenty for one period. If the event is the 50-yard dash, for instance, six 50-yard dashes are run off, the best or number one man from each six-man squad in the first heat. In the second heat, the second best man, and so on. If there are more squads, add more places. In this way each contestant earns points towards his own personal achievement and at the same time contributes to the grand total of his team.

THE boys' daily performance record is carefully kept. They score points on the basis of 15 points for playing on a winning team, 10 points for a tie and 5 points for participating, even though losing. The above is in addition to personal achievement scored in track. Absence and scholastic ineligibility give a boy a well-deserved goose-egg. He may be earning physical education credit, but still be scholastically ineligible to receive points toward his block letter award.

Regular school awards will be made from the records of the boys — even to the extent of using the CIF three-point classification to determine the type of award, i.e., Varsity, B, C, or D.

Bicycle Servicing

Lester Blackmore, Teacher, Larkspur-Corte Madera School, Marin County

TAKE care of what you have" is well illustrated by recent bicycle-servicing activities of grade children of our school. Under direction of Neil N. Cummins, district superintendent and principal, and the writer, the activities grew out of a class discussion about bicycle safety.

It was decided that in these days of increased dependence upon bicycles as a means of transportation, keeping a bicycle in good working-order is of greater importance than ever.

Out of the discussion grew the fact that 24 of the 30 children in the class had bicycles of their own, that few knew how to make even the most simple repairs, that some of the bikes had never been serviced, and that many had faulty brakes.

Recognizing the fact that good brakes were as indispensable to safety on a bike as in a car, the children were eager to start on a repairing project that would enable them to learn how to check their bikes over

themselves, as there is no bicycle-shop in town.

The group used the manual-training room for their repair-shop. On Friday following the discussion-period most of the children brought their bikes to school to be worked on. Girls as well as boys were anxious to participate, as many of them were enjoying their first chance to do a real mechanical job. The first period, of two hours, was spent learning how to service a coaster-brake, to tighten loose spokes, to make other minor necessary repairs, and how to clean up a bike.

So popular did the first period prove that the repair project was repeated the next Friday for the benefit of the rest of the children in the class. At the end of the four hours all the children had checked over their own bikes, had installed new parts when needed, and had put their bikes in good condition.

As a result of this activity, the youngsters have shown a decided interest in safe bicycle-riding, and have developed a spontaneous interest in traffic rules as they apply to bicycle riders.

In addition, all the children have attained a familiarity with how their bikes work, have learned how to do minor servicing, and at least know what is wrong with their bikes if they have to be taken to a shop for major repairs.

PLEDGE OF ALLEGIANCE TO OUR REPUBLIC

An original musical setting by Clarence Kaull, Music Director, Martinez Junior High School, Contra Costa County

Con moto.

mf *cresc.* *cen* *do* *f*

I pledge al-legi-ance to the Flag of the U-ni-ted States of A-

poco rit... *a Tempo.*

mer-i-ca and to the Re-pub-lic for which it stands, and to the Re-

poco rit... *a Tempo.*

pub-lic for which it stands; One Na-tion, One na-tion, in-di-

ben marcato *cresc....* *rall....* *f* *a Tempo*

vis-i-ble, with Lib-er-ty and Jus-tice for all

ben marcato *cresc....* *rall....* *a Tempo*

Writers Conference

Contests and Prizes

DR. SUREN H. BABINGTON, gifted executive and general chairman of 1941 Writers Conference of the West, again will be in charge of the Writers Conference, August 28, 29 and 30, in Oakland.

An added attraction of the Conference is the manuscript contest. There are contests in the short story and radio script fields, with two prizes in each. Stories should not exceed 5000 words; radio script should be of half-hour length. Prizes are \$25 for first place, \$15 for second place. There is a reading fee of \$1. The committee reserves the privilege of withdrawing the contest if there are not sufficient manuscripts submitted.

The panels and seminars will be similar to those of last year, but with many different participants. A few new panels and seminars have been added.—*Eva Louise Blum, 2415 Prospect Street, Berkeley.*

* * *

Grossmont Teachers

*Hazel Tripp, Elementary Teacher,
San Diego County*

FOR the professional improvement of members and the progress of the schools they represent—this is the aim of Grossmont Teachers Club in San Diego County.

Last fall, under leadership of David Barnes, La Mesa Elementary School, a constitution was drawn up and a policies committee chosen. This was to expedite professional growth and contributions to activities by teachers in the various elementary and secondary groups of the district.

Beginning with the theme Improvement of Articulation Between Elementary and Secondary Schools, various approaches were followed. A general approach to the problem was considered first. After that the administrative angle was studied.

At present the subject is the articulation of the 12 major subject-areas. Shorthand records are kept so that members of each panel may inform themselves as to what has been accomplished at previous meetings.

A recent meeting was devoted to the articulation of English in elementary and secondary schools. The panel was directed by Ethel Prosser, of Grossmont High School. Mrs. Dorothy Smith, also of Grossmont, presented the secondary angle. Mrs. Hazel

INTERSCHOOL CONTACTS

*Claire W. Jobe, Vice-Principal, San Dieguito High School, Encinitas, San Diego County;
Secretary, Southern League CIF*

THE Spring Athletic schedule of the Southern League was greatly curtailed and yet met the approval of students and coaches as well as the administrators. The psychological reaction of the students was particularly gratifying in view of the disappointments they faced.

This wholesome reaction can be traced to the unique organizational plan of the Southern League. For the past five years the League has operated under a constitution which provides for three distinct groups at each meeting, namely: the administrator, the coach, and the student representatives (boys and girls) from each school.

After the dinner, each group meets under the leadership of its own officers and discusses items of business of vital interest to the members of the group. Following these separate meetings, all representatives reconvene and reports are made by each group. All voting is done at the general meeting in the presence of students, coaches, and administrators. The administrator of each school, or his representative, is allowed one vote.

At the spring meeting, the student group, following detailed discussion, reported the advisability of promoting intramural athletics and holding the League track-meet and a single softball tournament, rather than the usual round-robin sched-

ules in each sport. This recommendation was not prompted by the adults but was welcomed by them because it was identical to their own recommendation. Needless to say, the plan was unanimously adopted when the vote was taken. This plan for athletic curtailment is being well received by the student body groups of the League. The whole plan was facilitated by the complete understanding that existed between the administrators and students.

Other extra-curricular items which are discussed by the student representatives at League meetings include: student-body cards and memberships, school dances, school plays, the yearbook, the paper, athletic awards, athletic managerial duties, school spirit, etc.

In addition to these the students have promoted exchange programs and interscholastic debating. The Southern League, as a result, has been not only athletic in nature, but has supervised several types of interscholastic contacts.

It is believed that the inter-exchange of ideas between school officials, coaches, and student leaders is of inestimable psychological value. The social contacts at the banquet-table and general meeting have resulted in an extremely friendly and wholesome inter-school association in the Southern League. The pupils come to understand and appreciate the problems of interscholastic competition and interschool activities and, understanding the problems, are more willing to cooperate for the common good.

The member schools of the Southern League are: Brown Military Academy, Fallbrook, Julian, Mt. Empire, Ramona, San Diego Army and Navy Academy, San Dieguito and Vista.

Schwalm of Lemon Grove, Mrs. Maude E. Conant, Lakeside, Ann Schieman of La Mesa, and Tilda G. Morken of Cajon Valley Union School discussed ways of planning for desired achievements leading to a standard acceptable for sixth grade levels. Mrs. Dorothea Hoffman, of Santee, represented the smaller schools in the district and spoke of the problems to be solved in a group composed of more than one grade.

After panel discussions, committees gather material and contributions from each school in the different subject fields and prepare to formulate a course of study to be used in the schools of the Grossmont area.

The group is fortunate to have the services of Dr. John S. Carroll, curriculum co-

ordinator of San Diego County, as a guide in this work. Dr. Carroll is a most helpful person in this field. He combines high professional attainments with ready humor and plain humanity. His presence is always a friendly inspiration to the members and a means of stimulating greater interest in professional problems.

MR. BARNES, the president; Lawrence Reed, of Grossmont, the vice-president; and John Montgomery of Cajon Valley Union School, the administrative representative, deserve the credit for keeping this club alert, growing, and contributing to the progress of all schools in the district.

PUBLIC RELATIONS

EVALUATING A SCHOOL PUBLIC-RELATIONS PROGRAM

R. M. Nay, Instructor and Public Relations Director, Corning Union High School, Tehama County

EVALUATING a school public-relations program poses the problem, first, of definition. Since public-relations in general concerns events as well as objects, a double-barreled definition is necessary.

Definition

In reference to events, public-relations is the art of informing the public. The public, of course, usually prefers to be shocked or amused rather than simply informed. Respectable public-relations in this connection demands observance of certain ethical principles, not to mention the laws of libel. Thus grows the motto, "All the news that's fit to print."

When it pertains to objects, public-relations is the deft development of a demand for the products of butchers, bakers, entertainers, distillers and others. The law is more specific here, possibly because the ethics of the matter are less rigid. Nevertheless, the trademarks of a thousand popular commodities have become symbols of uniformity and dependability.

Newspapers, magazines, radio-broadcasts, and a dozen other agencies advertise products and publish information. That these media have become masterpieces of their respective arts their present flourishing condition testifies.

Objectives

Since the schools advance even as they prepare their products, they are concerned with events as well as objects, or, in this case, persons. Public-relations programs of the schools must meet the conditions of these two separate activities. They must keep the public informed on educational events. They must maintain a constant demand for their product, the educated person.

To the degree that the dual aim is kept in focus a school public-relations

program is successful. Consequently, the objectives of publishing information and creating demand are the primary criteria for evaluation.

The goals stated, the question of opportunity for prosecuting such a program arises. Wherever two persons communicate knowledge, ideas, or even (as some public-relations experts have discovered to their profit) gossip, information of value to a third person is created.

Where a whole slice of the population lives under a guided program of improvement taught by professionally-trained agents, supervised by publicly-elected leaders, and supported by money from the common treasury, the fund of useful information becomes astronomical.

Criteria: Opportunity

Surely ten persons are interested in Philip's progress in school. To consider merely his immediate family and assorted aunts, uncles and living ancestors assures the boy of ten. Each of these in turn knows ten persons to whom they will mention Philip's activities at some time or another. And so on, to the tenth power.

Of course, this process can be reduced to an absurdity. When the tenth friend of the tenth friend learns of Philip's recital of *The Village Blacksmith*, it may have been redecorated to sound like an attack upon the principal. It is to be hoped that public-relations comes to the rescue before this unfortunate elaboration occurs.

By setting forth adequate information from the source, a public-relations program creates a uniform impression and may offer an apt good word for its product as well. The opportunity for public-relations programs, by no means absent, is magnificently present. The extent to which the suitable occasion is turned to proper account is,

then, another test of a school's public-relations program.

Criteria: Media

Attentive use of all available media improves the system, and a survey of them is a means of assaying it. Every function of the school which affects members of the public must be considered. Open House during Public Schools Week and American Education Week may represent zeniths; periodic notices indicating subject deficiency, the nadirs of the system. Within these limits scores of tools are contained for building a school public-relations program.

Media: A. Extracurricular

IF 20 means may be mentioned off hand, 20 ways of classifying them may be defended. Perhaps they fall into three classes as conveniently as any. Most obvious are those school activities which represent achievements of the school personnel in direct view of the public. Under this head come athletic contests, school plays, talks by students or teachers to local groups, public concerts—those activities which are, in a word, extra-curricular.

Media: B. Administrative

Supplementing these are routine events concerning the school as a whole which periodically achieve the stature of news. Attendance records, health examinations, plant improvements, staff changes and similar aspects of general administrative procedure fall into this category.

Media: C. Classroom

The classroom occupies center stage in the third division of implements for conducting a public-relations program in the school. Materials and methods, much altered for the better in a generation, should be publicized.

No one, of course, will read a teacher's lesson plans. But when Philip unconsciously composes a spoonerism in English class, the stuff for a box-feature in the locals presents itself

Incidentally, a casual allusion to the material at hand and the method used to embed it in the minds of Philip and his classmates may ride along.

When the physics class studies trajectories or the commercial arithmetic class masters short-cuts in computation, more boxes can be relayed to the locals. When all else fails, the ubiquitous dog that wanders into the gymnasium can earn his way as feature copy.

Criteria: Supervision

But there is another aspect of public-relations in the classroom. The teacher himself, with no care but the work at hand, is an agent. His words, his attitude, his entire practice of his calling are factors. He is reflected in the acts of his students beyond the classroom. In this manner his ultimate influence multiplies like the rings on a redwood—in some cases, unfortunately, taking nearly as long to appear.

Not a person lives, however, who does not at some time imitate the manner of his French teacher, even when he has forgotten every French word but a few naughty ones which were not in the book anyway. Public-relations from the classroom outward, with the teacher its chief agent, is a medium not to be neglected. In measuring the efficiency of a program, this deserves consideration.

PROPER supervision of a school public-relations program is a diagnostic in testing its value. A central bureau seems to be most practical for assimilating all phases of the program. Continuity and consistency are in this way assured.

It is worth a schedule change to give the director time in the school-day to operate the machinery. In some cases a class-period will do, in others a half-day is necessary. Where the size of the plant warrants, a full-time director will not be a liability. American education is worth nearly three billion dollars a year. No one can guess what fraction of that total can be allocated to good-will, but the schools could not afford to lose it.

The director himself is a measuring-rod for the program's worth. He must represent the interests of his profession at the same time that he offers usable material to local papers, clubs, and other community organizations. In cases where the editor of a small-town paper was an athletic hero during his high-school years, he did not become literate, he laughingly confesses, until, as a college sophomore, he took a pipe course in the novel.

The public-relations director, on the other hand, was probably a bookworm in high school, later acquiring a spectator's view of athletics from the university stadium. To correlate the opinions of the

two, typically diverse, on school information is chiefly the job of the schoolman.

Whatever the size of school and town, similar differences of opinion on public attention due the school may occur. From bond issues to vandalism on the part of pupils, many causes may sharpen such differences. The school's public-relations director must keep the gears of his machinery adjusted to meet and overcome threatened stoppages for whatever reason. His ability to serve his school and gain regular access to means of informing the public is a test of his program.

The final criterion concerns measurement of results. In one case, the school director of public-relations makes an elaborate catalog of the amount of space accorded to school news in local papers. The size of the headlines, the number of spreads, the position on the page are considered. In addition, the number of public appearances by school personnel are of record.

Criteria: Measuring Results

Such devices are helpful, within limits. They may suggest other avenues of publicizing information. They may assist in keeping categories of news sources in proper ratio. But they are not the final measurement of results.

No schoolman or citizen would expect the Latin classes of the local high school to command the same amount of public attention that a winning football team is given. Yet the squib which related how Latin students learned to use tablecloths for togas may well stand beside the 12-inch game review. If an event is news, it should be covered within its own dimensions, and the extent of coverage is the test of effectiveness. Arbitrary evaluation by space and numbers is not sufficient. Only a whole program steadily in operation reaches maximum efficiency.

Conclusion

EVALUATING a school public-relations program is, after all, not different from any other analytical process. The great detective, called in to investigate a murder, views the victim and the scene. He establishes a motive, deduces the means, ratiocinates the criminal, and delicately turns his head while the murderer commits suicide.

Likewise the assayer of school public-relations advances in turn from objectives to opportunity, surveys the means, investigates supervision, arrives finally at measurement.

If We Lose the Present Struggle All Our Civilization Will Vanish

THAT'S THE HANDWRITING ON THE WALL!

It's more important than ever therefore that children should have a full appreciation of American standards of living. But they cannot have this appreciation without a comparison of ways of living in other times and other countries. Only in this way can they realize how long our civilization has been growing and how long it would take to *rebuild* it, if it were once lost. The book which will help children to this realization is:

WAYS OF LIVING OLD AND NEW

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IN FOUR PARTS: *The Story of the Earth*, setting the stage for man's entrance; *The Story of Food* and *The Story of Homes*, tracing their development from earliest times; and *The Story of Trade*, showing its importance in the upward trend of civilization. PRICE, \$1.32.

HARR WAGNER PUBLISHING CO.

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WELDERS FOR THE WAR

WELDERS ARE TRAINED, NOT BORN

Richard C. Wiley, Welding Instructor, Peninsula Defense Training Center, Palo Alto

THE man with the helmet and goggles — he's not a flyer, but he is an important part of the War effort. It is partly through his skill and art that modern warships and cargo vessels are built.

Throughout the night the glare from his electric arc may be seen in all parts of the ship. The all-welded ship is the answer to the present production demands; it helps to build ships faster and better.

The numbers of "old timers" in welding were few before the present shipbuilding program was started. These men, already trained, were but a handful compared to the great number of welders needed on the job today . . . and tomorrow. Where, then, will industry get its new recruits, trained and ready to work?

In 1940, the Advisory Commission to the Council of National Defense designated the United States Office of Education as the proper agency to administer the granting of federal aid through the states for a program of vocational education for training in occupations essential to national defense. Under the authority of federal, state and local public school systems, vocational training schools were set up throughout the country. The Peninsula Defense Training Center located in Palo Alto is such a school, and the training of welders is a part of its program.

Many people have the mistaken idea that welding is a sort of "soldering process on a big scale" and that the welder just passes his electrode over and the job is done. This is not the case, for the welding process is a complicated one, not altogether understood even by metallurgists, and its effect is to actually melt the pieces of steel together. The skill and technique of the operator takes much time, practice and ability to achieve, and is not simple or easy to master, as any of

the trainees will agree after they have tried making the arc do its work.

The shop is well equipped with welding generators of the same makes and models as are used in the shipyards, thus enabling the trainee to learn to weld with the same machines that he will later use out in industry. This applies also to the electrodes or "rod" as it is usually called. The material on which the trainee uses this rod is scrap steel-plate from a nearby ironworks, the scrap later being returned with a generous supply of weld metal whereupon it is melted down to make machinery, and in turn another load of scrap steel-plate is delivered to the Center. There are also facilities available for oxy-acetylene cutting, gas-welding and aircraft welding.

Application for Free Training

The man makes application for this free training through the United States Employment Service. When a vacancy exists in the class he is notified to come to the Center where he is cleared through the office and sent to the welding shop where his training begins.

The Center draws its enrollment from San Jose to San Mateo. Thus there is available a large supply of men capable of being trained and later to be employed in the heavy industries of the Bay Area.

Let us suppose that a mythical figure, one Sam Jones, has found his way to the welding shop. Jones is a little uneasy when he first comes into the class because mixing concrete was never quite like what he sees going on here. Sparks are flying, the arc glares, the generators roar, and men inside the booths with black hoods over their faces are intent upon their work.

The first thing Jones learns is that he must keep his hood on when working with the arc, in order to protect his face and eyes from the rays which may burn him more severely than

sun-burn. He is also reassured that there is no danger in going blind (which is a common misbelief) if he uses ordinary care and the usual safety measures. Further safety precautions designed to protect himself, others and the equipment are impressed upon the beginner.

The instructor gives much personal attention to the men who are just beginning and those who are advancing to new jobs. He also conducts group-discussions where the trainees air their troubles and ask questions. There are chalk-talks on the theory of welding and on proper manipulation and technique.

Sam is At Home

After a couple of weeks Sam Jones is very much at home, he is progressing satisfactorily and has begun to do welding in the vertical position. He has picked up some of the welder's language and calls the electrode-holder a "stinger," he "burns 'em short," which makes for economy in the use of welding-rod, and he has earned the nickname "Close-arc Jones" because of his fault of holding the rod too far from the molten puddle when he should have held it closer.

In about 240 hours of continuous training, Sam Jones has completed the course and is ready to take a qualification test at any of the numerous shipbuilding plants in the Bay Area. These tests are not easy to pass. The applicant is under a nervous tension. Barring an attack of "welder's cramp," or if he is told to make a stringer bead and he turns in a test plate that looks more like a string of beads, he is qualified for a job as welder.

He is referred to the union having jurisdiction over the welders in that area, and after paying half of his initiation fee he is given union clearance and sent back to the shipyard where he is fingerprinted, photographed, given a badge and reports for work. Though Sam Jones is now employed as a welder he is far from an expert operator, but he is capable of performing many simple jobs which are very essential to ship construction. Time and experience plus his ability and hard work will eventually make him a real welder, capable of doing any job he may be called upon to do.

AFTER the war is over, there will be trained men in welding to help patch up the damage the war has caused, to help rebuild what has fallen, to carry on with manufacturing production, to aid in the construction of new projects, and to assist in the effort to create a better civilization. It must be remembered that welding is essentially a building tool, and as such it will serve this country as well in peace as in war.

AT LOS ANGELES

EXCERPTS FROM SUPERINTENDENT KERSEY'S MONTHLY REPORT

UNDER auspices of the American Red Cross, San Pedro High School cafeteria prepared 7,200 sandwiches, 169 gallons of coffee, 300 bottles of milk, and other miscellaneous foods, on a recent Friday and Saturday to be taken out to an evacuee ship by the American Red Cross.

The South Gate High School paper, *The Rambler*, received the Crombie Allen Award of Merit at the Twentieth Annual Newspaper Day at University of Southern California. The *Rambler* won this award out of a competition with approximately 258 other papers. It is granted to the high school paper showing the greatest improvement during the year.

Also at South Gate High School, Pan-American Day was observed in a continuous program which lasted throughout the day, starting at 8 a.m. with a special Flag Ceremony—flags of 21 nations in the Western Hemisphere were presented while the school band played the national anthem of the nation represented by each flag. Hundreds of students and many members of the faculty added color to the day's festivities by wearing Pan-American costumes.

Andrew Jackson High School has set up a practical class in Cement, based on the industrial arts center-of-interest plan, whereby a boy elects to take the course for the semester. The first weeks are devoted to fundamentals of the occupation and learning the skills. This is followed by a practical work period to put into practice the skills and knowledges. The next step is a real job, and the one which now occupies the entire class is the concrete footing construction and erection of the bleachers for the Woodrow Wilson High School.

Shop students at Venice High School are making 100 night-sticks for Air Raid wardens. Checkers for convalescent soldiers at the Home, and posters for a multitude of community organizations and defense groups, have been the contribution of

the Art Department; drafting students have made hundreds of maps of the Venice area for auxiliary police, air wardens, and others, as well as first-aid equipment and airplane models for the Navy and Army.

Transportation squads have been formed to transport wounded on the campus in case of emergency. A model garden is on the school grounds to encourage students and adults of the community to plant their own gardens.

The faculty of Belmont High School raised \$100 to be used in the program to "adopt a pilot," which is sponsored by the American Flying Services Foundation. Briefly, the purpose of the Foundation is to bring about the rehabilitation of boys who have failed for some minor reason to pass Flying Cadet requirements in the United States Air Corps so that they may later qualify.

In the Air Corps

The usual cause of failure is some physical disability which may be readily corrected at an average cost of \$100. The identity of the boy "adopted" will be known to the faculty, who will have opportunity to follow his career in the United States Air Corps.

Van Nuys High School contributes a variety of interesting items. Boys in the woodshop classes are building bicycle-racks for the Merchants Association of Van Nuys, under the jurisdiction of the Van Nuys Chamber of Commerce. This project gives a real practical experience in which the boys take great interest.

The school has 823 home gardens among the students. A homeroom contest serves as a stimulus for this program. Boys in the advanced woodshop classes have been making miniature airplanes for the Timm Aircraft, for which they are paid at the rate of \$5 per plane. Commercial majors in the A12 classes are being given a con-

COLOR THEORY and PRACTICE

By JOHN LEROY KELLOGG

Color Theory and Practice (The Kellogg system) contains a valuable new and practical program designed to assist graphic and industrial art teachers. A method relating to teaching colored light and pigment mixtures with one and the same group of primaries is given. This book is now available.

A group of Kellopane color slides capable of illustrating the elements of color, with the use of a 35-millimeter projector, and a teacher's guide are available for rental service. They are the keys to the treasure-house of color and illustrate the full range of both light and pigment mixtures with one group of primaries.

Write for free folder to Kellogg Color Control Company, 303 University Avenue, Palo Alto, California.

centrated, intensive course in commercial subjects during the last ten weeks of the semester.

At Manual Arts High School three members of the Student-Body Cabinet and the principal are meeting all of the students in the school in groups of about 100 for a period of one hour to discuss the meaning of the emergency in curriculum changes, demands for serious application, necessity for accepting war-time discipline.

Students and teachers are grouped together, in order that there may be no misinterpretation between students and teachers as to the position of the administration. Both teachers and students report that this procedure is bringing about collaboration in a unified effort to make the school meet the needs of the students, the community, and the country, as never before.

* * *

Latin-America

THE Latin-American Song Book, a varied and comprehensive collection of Latin American songs, to be used and enjoyed by all who like to sing, is published, complete with piano accompaniment, by Ginn and Company, in cooperation with Pan American Union, Music Division.

There are 72 colorful songs; interesting program notes; a group of representative dances with directions for performance; readings in English on Latin-American music; and attractive illustrations; 128 pages; price 80c.

BOWLING FEVER

Beth Hightower, Department of Physical Education, Sacramento Junior College

DOCTOR IQ and the Dean of Fun at our college* have been puzzled recently by a severe epidemic which has hit this campus. The symptoms are strange. Each victim has a burning desire to forsake books in the late afternoon. A magnetic force pulls the afflicted toward Capitol Bowl. The victim's speech becomes so delirious that it is just a jargon of queer words—brooklyns and keg lers, strikes, splits, and cherries!

The disease finally has been diagnosed as bowling fever. The prescription offered is a medicine compounded of maple pins and a good-sized ball of mineralite.

Seriously, how did the bowling seeds start sprouting in the educational garden? 'Tis said many good things "came in through the back door" of the educational house. Because they were worthwhile, they remained there.

Prep bowling has come a long way since Tilden High School, Chicago, in

* Sacramento Junior College, where William Sim, Helen Pearl and Beth Hightower are sponsors of the bowling activities. The school sanctions us as a club. Credit can be had for bowling by petition.

Lorraine Anderson, secretary of Sacramento Junior College Student-Body

Photo by Chappell



1934 pioneered the movement. They started the prep ball rolling with four teams made up of four boys and a teacher on each team. All Chicago high schools soon encouraged boys and girls to bowl. The program was endorsed by the athletic department of the board of education. Chicago school bowling-clubs now enroll approximately 20,000, of which one-third are girls.

A Standard Program

The American High School Bowling Congress sanctions leagues under a standard program which requires the observance of uniform rules. Bowls are not approved unless they observe the following:

1. No boy or girl is permitted to smoke while participating in a sanctioned league of AHSBC.
2. If there are pin-ball machines in the establishment, the students are not to be allowed to play them before, during, or after their league bowls.
3. No alcoholic beverages are sold while a high school league is bowling. If alcoholic beverages are sold in an adjoining room, the door between must be locked while the league is bowling.

The profit which the proprietor makes from the high school league is nil. Throughout the country the standard rate is approximately 15c per girl or boy for 1 line, of which some is spent back on the participants and 5c goes to the pin-boy. In the West, the pin-boys are paid 7c or 8c a line, so the profit is still smaller.

But it's not the small profit which business makes nor the environment of the public alleys, but traveling away from the campus which causes us worry. So why not own our own? says Mr. Milton Raymer of the AHSBC.

The cost of alleys varies from \$1500 to \$3000, depending upon where purchased and how well laid. But when one considers that bowling is not for a select few but could be the hub of a program, the cost seems small.

Bowling "offers a perfect leveling ground between the athletically-inclined individual, who has not been endowed by nature with the necessary stamina or physique to gratify his ambition to become a first-rate performer in competition, and other students of the same age. We see the very slight lad with lots of ambition defeated time after time again in trying to make the team in football, basketball, etc." His needs in bowling are more for rhythm and coordination, than for strength of body. Fragile girls do as

well as husky young amazons. Handicapped individuals like to bowl, too.

There is some move in the direction of school-owned alleys. Colleges and universities are installing alleys on their own campuses. These alleys are assisting in financing their athletic programs and are being used many hours a day.

What you don't know, gentle readers, if you haven't visited an alley for ages and still think of a bowl in terms "of dank basements, cigar smoke, and guys wearing checkered suits", is that a bowl is not a place to be ashamed to be seen "in."

The new alleys are attractive, dignified, conducted strictly. You see democracy at play there—the professor, the housewife, the schoolmarm, the deb and subdeb, as well as Uncle Sam's soldiers and workers.

IN the United States are about sixteen million bowlers. Jack Willem, appointed national bowling coordinator, Office of Civilian Defense, is expanding its ranks to 25,000,000. The task will be easy.

What's bowling got, you ask, that keeps them rolling? Well, ask any of these people! Sixteen million make a pretty good jury. Seriously, there are going to be many new horizons for play-time.

Cliff Mott Jr., of Sacramento Junior College

Photo by Chappell



There is urgent need now of federal aid for services to children in the broad fields of Education, Health, and Welfare, said Marshall Field at a recent Colorado conference.

* * *

Wilma G. Cheatham, Contra Costa County director of research and reference, is newly-elected president of Association of Supervisors of Instruction Bay Section.

* * *

Future Farmers

CONTINUING its encouragement to the Future Farmer movement, E. J. Engel, president, Santa Fe Railway System, announces that the educational awards offered annually by the company since 1928 will again be presented this year to championship judging teams.

The awards will send winning teams to the National Vocational Congress in Kansas City next fall. There they will participate in judging contests with other teams of the country for national honors. Each team consists of five members—three judges, an alternate and their coach.

Future Farmers entitled to participate in the Santa Fe's offer must be enrolled in a farm vocational class and the school must be adjudged to be in Santa Fe territory. State vocational authorities will select winners from teams entered in judging livestock, dairy cattle, milk products, poultry and meats. Altogether, 70 individual awards are offered this year by Santa Fe. (See also Page 15.)

* * *

Officers of PDK Xi Field Chapter, Sacramento, for 1942-43, are: President, F. Melvyn Lawson, principal, Sacramento Senior High School; vice-president, Henry R. Spiess, superintendent of schools, Grass Valley; secretary-editor, William S. Howe, principal, Coloma School, Sacramento; treasurer, John E. Miller, California Junior High School, Sacramento; historian, Halvor G. Melom, Corning High School.

Your Mail Address

IF your name or address, as printed on Sierra Educational News wrapper, is incorrect, please at once notify California Teachers Association, 155 Sansome Street, San Francisco.

If you change your mail address, please so inform us. In reporting a change, list your old address as well as your new one.

Your cooperation in this matter saves much postage, paper and metals required by needless duplication.

SCHOOLS IN SUMMER

Alfred E. Lentz, CTA Legal Adviser

AT the request of the State Department of Education, Honorable Earl Warren, Attorney General, has rendered two opinions relating directly to summer plans of California public schools:

in any manner affect the amount of money apportioned to any school district during any school year."

As is already generally known, the war has caused a shortage of agricultural labor, thereby creating a need for the employment of school children. The curtailment of the length of the annual school term in some areas may be the only means of supplying agricultural labor.

Farm Labor

1. Opinion NS4276 holds

(a) that a school district has no authority under School Code section 4.721 to maintain, of its own volition, the schools of the district for less than 170 days of actual teaching during a school year in order to release students for farm labor and

(b) that the Legislature has vested in the State Board of Education, (School Code sections 3.30-3.34), the power to exempt a school district from the 170-day requirement by authorizing the early closing or late opening of school.

Under section 3.31 the annual school term shall not be reduced to less than six months; under section 3.32 teachers salaries are not to be affected when the school term is shortened pursuant to Section 3.30 and in Section 3.34 it is provided that "nothing contained in this article shall

Summer Classes

2. Opinion NS4288 declares that special day and evening school and junior college classes may be established during the summer vacation for the purpose of permitting students to accelerate their progress through high school and junior college during the war. The fact that the summer courses parallel courses during the regular school year is not objectionable as the School Code already provides for this.

The plan is in keeping with the purpose of Chapter 1 of the First Extraordinary Session of the 54th Legislature to permit the use of district facilities where national defense will be aided.

FROM THE ANTIPODES

*A beautifully mounted specimen, 15 inches high, of a young kangaroo, *Halmaturus thetidis* from New South Wales. Plate courtesy of Ward's Department of Taxidermy, Rochester, New York*



Some New Books

Laura B. Everett, Berkeley

THE fight for freedom in the past makes Rosamond Van der Zee's story for young folks, *None But the Brave: A Story of Holland*, very timely. It is, moreover, well written, with the Siege of Leyden taking place before the reader's eyes. Girls, especially, will enjoy the story of Nele van Doon, whose grandfather is the fair-minded stout-hearted Jonkheer. Lord John of Texel, returning from the Spanish Court, is counted by Nele as a renegade. The devotion of the Sea Beggars to the struggle of the Netherlands is brought out in one of the best scenes in this charming story. Houghton Mifflin; ill.; \$2.

Carolina Caravan, by Christine Noble Govan, author of *Sweet 'Possum Valley*, *Those Plummer Children*, with its sequels, and *Five at Ashfield*, and others, is a jolly story of Kitty McKensie and her brother and sister, who are to be separated. Accepting an opportune invitation to occupy the vacant house of a friend of their mother's in Carolina, they travel 500 miles—with appropriate anxiety about tires—to a sea island cottage, where, at least, they can be together. This will appeal especially to the 12-15-year-olds. Houghton Mifflin; \$2.

Kit Carson, *Trail Blazer and Scout*, by Shannon Garst, author of *The Story of Buffalo Bill*, *The Story of Wyoming*, *Marching with Coronado*, and *When the West Was Young*, is a well-balanced story that does not impress the young reader with anything but its interest. Its glossary, bibliography, and index are well hidden and its live illustrations by Harry Daugherty on jacket, end-pieces, and throughout the book, fitly accompany this excellent portrayal of the life of Fremont's guide, to whom the West owes more than is often recognized. It should be in all collections of books for boys. Julian Messner; \$2.50.

Dr. William Warren Ferrier, who has done so much for this state by the publication of his *Ninety Years of Education in California, 1846-1936*; Berkeley, California. *The Story of the Evolution of a Hamlet Into a City of Culture and Commerce*; and *Origin and Development of the University of California*, has put out a new volume on the life of a man who should be better known to Californians. *Henry Durant, First President University of California: The New Englander Who Came to California with College on the Brain*, gives the story of the eminent pioneer educator and civic leader after his arrival in the state on the first of May, 1853. The selfless devotion of Dr. Durant to education, his almost incredible sacrifices while he built up

a school that was to become a college, should be widely read. He was a saint who impressed people not with his saintliness but with his friendliness. After his retirement from the presidency of the University he became mayor of Oakland and died during his second term of office. Published by the author at Berkeley; \$2.

* * *

San Francisco Was Different is the title of a leading article in a recent issue of *Indiana Teacher*, published by Indiana State Teachers Association, Robert H. Wyatt, managing editor. He enthusiastically describes his happy experiences in California during the AASA Convention. Repeatedly throughout the programs, he emphasizes, the speakers called for renewed faith in the fundamental values of American life.

* * *

Audio-Visual Aids

HARRY H. HAWORTH, supervisor of library and visual service, Pasadena, was elected president, Audio-Visual Aids Association of Southern California, at the recent conference, at University of Southern California.

Frank Gulick, director of curriculum, Glendale, was named vice-president and will be in charge of extension work. Mrs. Grace W. Jones, librarian and director of audio-visual education, Santa Monica, was named secretary-treasurer. Mrs. Elizabeth Goudy, director of radio and visual education, Los Angeles County Schools, was appointed program chairman.

A panel discussion of recent curriculum changes and their implications was presented by Frank Gulick, chairman, William Brown, curriculum director Los Angeles, Dr. Evan Morgan, curriculum director Santa Monica, and Jay Dresser, director of audio-visual aids Santa Barbara County.

Bruce A. Findlay, supervisor of visual aids section, Los Angeles, gave an inspiring address, emphasizing that the successful use of visual aids in the military training program is based upon the fact that the motion-pictures and film-strips are specifically designed to meet specific needs.

As an example of what Los Angeles City Schools are doing to assist the war-training work, he showed the excellent film *The Micrometer* produced by United States Office of Education. Also, the Los Angeles Department is making colored film-strips, with commentary recorded on transcriptions, for training elementary-school children in proper procedures during air-raids.

The afternoon session was devoted to previews of training films, morale building and civilian defense subjects.

Public Relations

At a recent meeting of CTA Central Section Council the following resolution, prepared and presented by Edward G. Sewell of Taft, president of CTA Kern County Division, was unanimously adopted.

WHEREAS the school people of California recognize that certain problems are facing us at the present time, viz

1. The necessity of formulating and putting into effect a war policy for the schools of our state.
2. Cooperating with our friends, the trustees, in maintaining the schools at a high level of efficiency in spite of attacks by selfish groups whose only interest in Public Education, universally recognized as democracy's first line of defense, is in keeping the cost down.
3. Keeping the public informed of our problems and any success we may meet in their solution.

And Whereas, to successfully meet and solve these problems, we must have the earnest effort of all our teaching personnel as well as the active cooperation of the great teacher organizations, the NEA, the CTA and all units of our organization, as well as the support of other powerful organizations concerned with the schools, such as—the Administrators Associations, Trustees Associations, Congress of Parents and Teachers, Associations of School Employees, and League of Women Voters.

Resolved, That we urge upon every unit of our organization that it strive to obtain this support and cooperation in every legitimate and professional way.

* * *

Southern Librarians

RUTH K. REYNOLDS, librarian, Abraham Lincoln High School, Los Angeles, and publicity chairman, California School Library Association Southern Section, reports the spring meeting in May, Riverside Mission Inn, as a gala affair; Hope Potter, president, presided.

In March, a group of 50 librarians met at South Pasadena Junior High School for a morning session and lunched at the Charles F. Lummis home. Final Book Breakfast of the semester was held May 2, Hotel Savoy, Los Angeles.

Standards and Procedures for Small Secondary School Libraries, a valuable monograph, may be obtained from Elizabeth Neal, Compton Junior College; price 40c; (see also this magazine, December, 1941, Page 41).

CTA HONOR SCHOOLS

SCHOOL STAFFS ENROLLED 100% IN CALIFORNIA TEACHERS ASSOCIATION
ADDITIONAL LISTS WILL APPEAR LATER

Bay Section

Albany City Entirely 100% — Cornell and Marin Elementary and Albany High.

Berkeley — John Muir.

Oakland — Bella Vista, Fruitvale, Garfield, Highland, Jefferson, Lafayette, Piedmont Avenue, Redwood Heights, and Hamilton Junior High.

San Francisco — Cabrillo, Shriners Hospital, and Sunshine Orthopedic.

Alameda County — Ashland, Fairmont, Sunset and San Lorenzo at San Lorenzo, Alvarado, Decoto, Burbank at Hayward giving all of **Hayward Elementary Schools 100%**, Mt. Eden, Arroyo Del Valle, and Arroyo High.

Contra Costa County — Avon, Brentwood, Hot Springs, Liberty, Oakley, Pacheco, Intermediate School at Pittsburg, and San Ramon Union High.

Richmond — Fairmount and Roosevelt Junior High.

Lake County — Kelseyville and Lakeport Elementary Schools and Middletown High.

Marin County — Bolinas, Loma Alta, Salmon Creek, Tomales High School, and Marin Junior College.

San Rafael — Grammar School, Short, Coleman, B Street, West End, and Laurel Dell.

Napa County — Atlas Peak, Gordon Valley, Liberty, Los Amigos, Rutherford, Salvador, Shurtleff, Yount, and St. Helena High. **All of Napa City:** Intermediate, John L. Shearer and Lincoln Elementary and Napa Union High.

San Joaquin County Entirely 100% — Alpine, Banta, Bouldin, Calaveras, Chartville, David Bixler, Elkhorn, Enterprise, Escalon Elementary, Everett, Fairchild, Four Tree, Garden, Grant, Harmony Grove, Henderson, Holt, Kingston, Lincoln, Lockeford, Madison, Lindbergh and Yosemite at Manteca, Montezuma, Moore, Mossdale, Naglee, Peterson, Rindge, San Joaquin, Summer Home, Tokay Colony, Van Allen, Venice, Veritas, Weston, Wildwood, Woods, Manteca High, and Ripon High.

San Mateo County — Montara.

Santa Clara County — Adams, Burbank, Burrell, Campbell, Cupertino, Encinal, Franklin, all Gilroy Elementary (Jordan, Eliot, Wheeler and Severance), Jefferson, Las Manzanitas, Morgan Hill, Oak Grove, San Ysidro, and all Santa Clara Elementary (Intermediate, Washington and Fremont).

Sonoma County — Burnside, Alexander, Cinnabar, Cloverdale, Creighton Ridge,

Dunbar, Flowery, Freestone, Fulton, Hearn, Healdsburg, Jonive, Joy, Junction, Lambert, Lewis, Maacama, Gold Ridge, Manzanita, Meeker, Monte Rio, Ocean View, Piner, Washington at Petaluma, Ridenhour, Sebastopol, Sonoma, Sotoyome, Spring Hill, Iowa, Two Rock, Walker, Watson, Windsor, Cotati Branch and Penngrove Branch Junior Highs at Petaluma, Cloverdale High, Healdsburg High, and Sonoma Valley High.

Stanislaus County — Ceres, Denair, Empire, P Street at Newman, Ransom, Washington, and Turlock High.

Tuolumne County — Buck Meadows, Chinese Camp, Columbia, Curtis Creek, Shaws Flat-Springfield Union, and Moccasin Creek.

Modesto — Burbank, John Muir, and Washington.

San Jose — Anne Darling and Willow Glen.

Stockton — El Dorado, Fair Oaks, and Lottie Grunsky.

Vallejo — Grant and Lincoln. — E. G. Gridley, Bay Secretary.

Central Section

Mariposa County — Mariposa Elementary Schools are all enrolled 100%. — Eleanor Hastings.

Dr. Thomas L. Nelson, district superintendent, Kern County Union High School and Bakersfield Junior College, reports that next school year each regular day-school teacher and principal will receive a temporary salary increase of \$180, in addition, in most cases, to the regular salary schedule increase. Non-certificated employees will receive a raise of \$10 per month in addition to regular salary schedule increase.

Teachers in Burbank Schools (Dr. Buel F. Enyeart, superintendent) will receive 9.5% salary increases for 1942-43 to help meet the rising cost-of-living.

* * *

The Farmer's Life

FARMING as an Occupation by H. S. Tyler of Cornell University is a 6-page leaflet summarizing essential facts found in reviewing 160 books, pamphlets, and magazine articles on the same subject.

It covers the nature of work on the farm, abilities needed, training, income, and miscellaneous advantages and disadvantages of farming as a life work.

Written primarily for young persons who are choosing a career, it should be useful to guidance officers, to teachers of agriculture, to 4-H Clubs, and to parent groups interested in guidance of farm youth.

Single copies are 25c, cash with order, from Occupational Index, Inc., New York University, Washington Square, New York City. This is one of a series of 67 such leaflets describing opportunities in as many different occupations.

Accomplishments of Your Professional Society

It can be stated positively that California Teachers Association is responsible for

1. Constitutional guarantees for education.
2. Constitutional fixed charges for education.
3. School district control of school budgets.

It further can be stated positively that California Teachers Association is responsible for and is continuing to work for

1. Good tenure conditions.
2. A fair teacher retirement system.
3. School district choice of high school texts and supplementary books for elementary grades.

California Teachers Association proposed and saw the following laws enacted for the welfare of every public school teacher in the state:

1. Sabbatical leave with pay.
2. Sick leave with partial salary for five months.
3. Exchange privileges with teachers of other states and other districts within California.
4. The highest minimum salary law ever provided by a state for its teachers.

Every teacher of California should belong to California Teachers Association.

Big Wheels Rolling

A Review by

Mabel F. Rice, Instructor in Children's Literature, Whittier College

BIG Wheels Rolling is not just another children's book built around the trek in 1849 to California. No grim tale this of the sufferings and hardships so familiar to every teacher and every child through the Westward Movement and Early California units.

The happy Maray family are likeable indeed, but not very practical as they set out from Saint Louis for Sacramento in a carriage with four prancing horses. But the coach and four are exchanged at Saint Joe for a Conestoga wagon and oxen. Mother's leghorn hat with the pink roses under the brim is discarded in Utah, partly to make room for the infant sister, Eutah, christened for the territory in which she was born. Fifteen brooms dwindle to one.

Indians, prairie fires, buffalo stampedes, rivers to ford, shortage of water, — it's all there. The Maray family and their party escape by a few scant hours the fate of the Donner party. The reader holds his breath until they surmount the summit, barely in the nick of time.

They spend Christmas in the snow-bound Conestoga wagon, bravely singing carols and passing a single gift from hand to hand. There is a pleasant interlude at Pete Lassen's ranch, where the weary pioneers rest in the warm hospitality of the genial Dane.

The last page of the book leaves the still cheerful Marays floating into Sacramento in the great flood of '49, while the earlier arrivals shout down to them from their second-story windows, "Welcome, strangers! Row right in! We'll be dry in a few days!"

Big Wheels Rolling abounds in gentle humor and good cheer though even the less discerning may see through the veil at times. Shortage of flour, of sugar, of the luxuries, changes the pattern of life for the Marays, but their uncomplaining adjustment suggests a pattern for today.

Eugenia Stone, a teacher in the Pasadena city schools, has several earlier books to her credit. The unique illustrations by Lietta add not only to the charm and piney fragrance of the book, but to the rapidly growing reputation of the artist, who is already known for her work with children's publications.

Big Wheels Rolling should be on the must list for every California teacher and child for the summer months and early fall. However, its appeal is universal and it will be read by children everywhere. Caxton, \$2.50.

E. J. Fitzgerald, veteran retired County Superintendent of El Dorado County, is again back in the harness, at least for a short time. When Kenneth McCoy, present superintendent, was called into service, it was felt that there was only one person available who would fit into the office and operate it without having to learn the routine, and that was Mr. Fitzgerald. He accepted, and is now serving his second month as deputy. It seems good to see "Fitz", as he is known to his many friends, back in the office again. — John H. Palmer, District Superintendent, Placerville.

* * *

Important Fellowships

CALIFORNIA teachers and graduate students interested in free fellowships to Latin American countries should communicate immediately with Division of Inter-American Educational Relations, U. S. Office of Education, Washington, D. C.; John C. Patterson is Chief of the Division.

Applications must be on file by September 15, to be considered at the next meeting of the Committee in November. Application forms will be sent on request.

Qualifications for a fellowship include, — United States citizenship; age not over 35 years; possess a reading, writing, and speaking knowledge of French, Spanish or Portuguese.

The fellowships are part of a program of exchange of teachers and students between United States and each of 15 American Republics.

* * *

A third of the public school teachers in New Mexico will have left their positions for more lucrative war industry or other work before the beginning of the new school year 1942-43, is declared by R. J. Mullins, secretary, New Mexico Education Association.

* * *

Adult Education

CALIFORNIA Adult Education Workshop, sponsored by California Association for Adult Education and California Adult Education Administrators Association, with cooperation of State Department of Education, is held June 29-July 17 at Mills College.

John E. Carpenter, dean of the adult division, Sacramento Junior College, 3835 Freeport Boulevard, Sacramento, is director. A descriptive leaflet giving full details of the Workshop may be obtained by addressing him.

In Memoriam

California School People Recently Deceased

Mrs. May Lucretia Cheney, age 79, active in Berkeley educational, club and church circles for 60 years, and for 40 years appointment secretary, University of California, Berkeley, retiring in 1938.

Born in Iowa, she received her B.L. degree, University of California, 1883, then spent 2 years in Europe. She held high offices in numerous national bodies including NEA, American Association of University Women and National Association of Appointment Secretaries.

She was the mother of 4 sons and had 7 grandchildren and 6 great-grandchildren. Through her long service at the University, she became a personal friend of thousands of students and teachers throughout California and the nation.

The memory of Mrs. Mabel H. Burgert, 5th grade teacher, Central Elementary School, National City, San Diego County, who passed away recently, was honored by a beautiful tribute of resolutions by National City Elementary Teachers Club.

Sylvester Mapes, age 79, resident of Glenn County for 66 years and father of County Superintendent Edgar P. Mapes, secretary of CTA Northern Section. Sylvester Mapes was born in Cacheville, Yolo County, in 1862.

* * *

War at Venice

VENICE High School, Los Angeles City High School District, Raymond E. Pollich, principal, recently organized a faculty committee on educational policies for the war. Chairman of the committee was John Sholtz, teacher of history.

The praiseworthy report of the committee comprises several mimeographed pages, legal-size, single-spaced, and is too long for publication here. However, the following excerpt is pertinent:

Sooner or later the entire nation must be geared to the one big objective of winning the war. The bearing of industry upon this task is direct and evident; and the Government has therefore ordered it effectually to transform itself into a war agency. The full possible bearing of education upon this job, however, is not so immediately evident; furthermore, the schools are under state control. Education has therefore, naturally, been slower to act in the crisis.

Our enemies long ago realized the importance of the schools to an all-out war machine. Should we not make sure that in this respect we avoid the sin of complacency that has so far consistently vitiated the democratic war effort? Let us consider fully the extent to which the schools can be geared to the war effort in our democracy.

THE TRIP TO DENVER

The California delegation to the NEA Convention at Denver, June 28-July 2, has officially adopted the following as the itinerary of the summer trip:

Depart San Francisco	A. T. & S. F. Train No. 2	10:00 a.m. June 24
Depart Oakland	"	10:25 a.m. " 24
Depart Berkeley	"	10:35 a.m. " 24
Depart Stockton	"	12:55 p.m. " 24
Depart Fresno	"	4:05 p.m. " 24
Depart Bakersfield	"	6:50 p.m. " 24
Arrive Barstow	"	10:55 p.m. " 24
Depart San Diego	A. T. & S. F. Train No. 77	4:00 p.m. " 24
Depart Santa Barbara	Southern Pacific Train No. 98	3:27 p.m. " 24
Depart Los Angeles	A. T. & S. F. Train No. 4	7:15 p.m. " 24
Arrive Barstow	"	11:10 p.m. " 24
Depart Barstow	"	11:20 p.m. " 24
Arrive Grand Canyon	"	11:45 a.m. " 25

After luncheon at either the El Tovar Hotel or Bright Angel Camp, the afternoon is at the disposal of the delegates to enjoy the wonders of Nature's greatest handiwork—The Grand Canyon. Walks may be taken along the Rm, visiting points of interest, or one of the several available trips may be taken to more distant points. Assembly at the Hopi House for the Indian Dance at 5:00 o'clock in the evening. The party will depart from the Canyon after dinner.

Depart Grand Canyon	Via A. T. & S. F.	8:00 p.m. June 25
Arrive Albuquerque	Via A. T. & S. F.	9:25 a.m. " 26
Depart Albuquerque	Via Bus	11:00 a.m. " 26
Arrive Santa Fe	"	12:30 p.m. " 26

Have lunch at the La Fonda (The Inn at the end of the Trail, in Old Santa Fe). The afternoon is at the disposal of the delegates in old Santa Fe, the Capital of New Mexico and rich in historic interest. There is ample time to visit the many points of interest which include the Governor's Palace, Museum, etc. It is also possible to arrange for short trips to other points of interest, including the Indian Pueblos in the vicinity of Santa Fe, one of the most colorful scenes in America.

Depart Santa Fe	Via A. T. & S. F.	6:25 p.m. June 26
Arrive Colorado Springs	"	6:00 a.m. " 27

A short stay is provided in this interesting Colorado City, where a trip may be arranged to the Garden of the Gods, Will Rogers Memorial, or other points of interest.

Depart Colorado Springs	Via A. T. & S. F.	10:00 a.m. June 27
Arrive Denver	"	11:50 a.m. " 27

Sleeping cars will be operated through to Denver. Baggage is left in cars while sightseeing or during stop-overs.

Arrangements will be made enroute for those desiring special sightseeing trips at points of stop-over.

Cost of the trip, exclusive of meals and sightseeing, will be as follows:

Round-trip intermediate, San Francisco-Los Angeles to Denver and return.....	\$54.40	Federal Tax \$2.72
Side trip, Williams to Grand Canyon and return.....	5.50	" " .28
Bus fare, Lamy to Santa Fe.....	.83	" " .04
Lower berth, tourist, California to Denver via Grand Canyon.....	12.80	" " .64
Lower berth, tourist, Denver to California (return trip).....	8.50	" " .43
Upper berth, tourist, California to Denver via Grand Canyon.....	10.00	" " .50
Upper berth, tourist, Denver to California (return trip).....	6.50	" " .33

The California Breakfast

The California Breakfast will be held at the Brown Palace Hotel, Denver, at 7:00 a.m., Monday, June 29. The Breakfast will be the meeting at which the California delegates will make nominations for committee memberships and for an NEA State Director. California does not hold a State meeting Monday noon; the California Breakfast is the regular California State meeting.

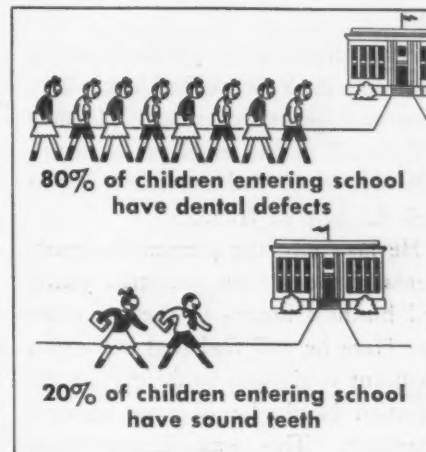
The Breakfast tickets are \$1.10. We would appreciate an advance sale in order that we may determine the number who will be present. Send your \$1.10 to Roy W. Cloud, California Teachers Association, 155 Sansome Street, San Francisco.

All California delegates and visitors at the Convention are requested to register at the California Headquarters, Brown Palace Hotel.

FREE

New Teaching Outline for Dental Hygiene

Also pupils' folder for class work



EIGHTY per cent of all children entering public schools have dental defects, reports the American Health Association.

To assist teachers in promoting proper dental care, the makers of Pebecco Tooth Paste and Tooth Powder have prepared a valuable new Dental Hygiene Teaching Outline, containing a complete and practical program for teaching Oral Hygiene.

This graphically illustrated brochure is specially designed for the use of teachers. A separate edition for pupils is also available for class work. You will find this material invaluable in your classroom hygiene program. Send the coupon now for your free supply.

LEHN & FINK PRODUCTS CORP.
Makers of: **PEBECO TOOTH PASTE**
PEBECO TOOTH POWDER

Lehn & Fink Products Corp.,
Dept. C.N.-642, Bloomfield, N. J.
Please send me Dental Hygiene Teaching
Outline, and _____ copies of pupils' folder
for class work.
Name _____
Street _____
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I teach in the _____ school.

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WANTED: SKILLED WORKERS

Henry McLain, Vocational Instructor, San Bernardino Senior High School,
H. C. McMillin, Principal

EACH spring the graduating student starts thinking about what he is to do after graduation. The student who is not going to college thinks about employment. The question he asks is, "Where am I going to get a job?"

After thinking the problem over, a plan of attack is worked out. This plan may be one of many. He may call on all of the employment agencies. He may read the want ads or seek the help of friends.

He may visit the personnel departments of the various industrial plants and business houses in the community. Here he will find that before an applicant is allowed to fill out an application blank, he is given an oral interview. This oral interview is given by an officer of the firm, who is well-trained in personnel work. The conversation during the interview will be something like this:

Personnel Officer: "What is your name, and age?"

The Applicant states his name and age.

P. O.: "What kind of work can you do?"

A.: "Oh, I can do almost anything."

P. O.: "I am very sorry, but we do not have any such job classification. Have you had any special training, such as, commercial or vocational?"

A.: "No, I haven't."

P. O.: "What kind of courses did you take in school?"

A.: "I took a little shop and a little commercial work, but I didn't go in for any specialty."

P. O.: "From your own statements, it is apparent that you have nothing that business or industry can buy. You have no real training that would fit you for either the commercial or industrial field. My advice to you is to enroll in some course that will give you the training that is necessary for a successful entry into the labor market."

There are many young people in the same circumstances as the above applicant. The question that should be in the minds of the students who do not go into higher education is, "What will I have to offer to industry in exchange for an income after I

graduate from school?" In an attempt to answer this question the San Bernardino Senior High School Division of Vocational Education was created.

Vocational education is designed to assist young people in getting a "toehold" on an income, and in maintaining that income as long as it is needed. Among other vocational courses offered are two courses in Vocational Carpentry. These courses are Pre-Apprentice Training and Indentured Apprenticeship Training.

Pre-Apprentice Training

Pre-apprentice training is given under actual job conditions, with instruction being paramount and production being held in the background. However, it is necessary to have a certain production or the student will not get the desired diversified training. The students, in the various building trades courses, are actually constructing the Vocational School buildings. The curriculum of the carpentry class covers the following areas:

- Trade Science
- Trade Mathematics
- Trade Safety
- Care and Use of Tools
- Trade Ethics
- Employer-employee Relations

One hour each day is given to instruction in the related subjects listed above. Trade science covers the properties of the different materials used in construction work, such as: the holding-power of nails, concrete mixes, strength of different kinds of wood used for lumber, bearing values of the different soils, etc. Trade mathematics is given in the form of estimating and blue-print reading. The safety laws and the safety rules of the California Industrial Accident Commission are studied with discussions covering the common sense rules of safety. The care and use of tools of the trade come in for their share of attention because of the in-

vestment and the fact that a mechanic's ability is often judged by the condition of his tools. Ethics and employer-employee relations consist mainly of how to act on the job as well as off the job.

In addition to the one-hour instruction in the related subjects, the student is given opportunity to work on the actual construction of buildings, under supervision of instructors who are master-mechanics of their respective trades. A minimum of three hours of manipulative instruction is required.

Applicants for enrollment in the vocational carpentry class should be mechanically inclined, healthy, willing to work and learn, of good moral character, and should have an educational background of mathematics and mechanical or architectural drawing. Students who are in the junior year of high school and who have completed the subjects required for graduation are preferred. However, other students may receive special permission to enroll in the class. Out-of-school youth and post graduates are also eligible for enrollment. This is also true of adults who can meet the requirements and can profit from the instruction.

Indentured Apprenticeship Training

Indentured apprenticeship is supervised apprenticeship. The student who is successful in completing his pre-apprentice training may enter the trade as an advanced apprentice. Before being accepted as an advanced apprentice, the student must appear before the Apprenticeship Committee. The San Bernardino County Carpentry Apprenticeship Committee is composed of 11 members. Four members of this committee are employers, four members are employees, one member is from the California State Employment Service, and two members are from the schools. This committee examines the applicant as to his fitness for entry into the trade.

After the evaluation of his schooling and work experience, he is given his rating as a first, second, third, or

fourth year apprentice. Upon being accepted as a learner in the trade, the apprentice must sign an indenture. This indenture is an agreement between the apprentice and the Apprenticeship Committee. The apprentice agrees to serve an apprenticeship of four years and to attend school for a minimum of 144 hours per year for the duration of his indenture. The committee agrees to supervise the apprenticeship to the extent of giving diversified training on the job, thus assuring the apprentice of a well-rounded experience.

After completing the four-year apprenticeship, the apprentice appears before the committee for his final examination. This examination is on the journeyman level, and if it is successfully passed, the apprenticeship will be given a certificate. This certificate signifies that he has completed all of the requirements of the apprenticeship and that he is now a master mechanic.

The classes for the indentured apprentices are held two evenings a week. The instruction is a continuation of the related subjects taught in the pre-apprenticeship course, with the following subjects added:

Roof Framing

Advanced Layout Work

Advanced Blue-print Reading.

The apprentice is encouraged to bring into class any problems he may find on the job. These problems receive the attention of the entire group and after a general discussion solutions are found.

Placement

The vocational teacher is held responsible for the placement of his graduates. The placement record of the San Bernardino Vocational Classes is well above the average. In the two years that the carpentry class has been in operation, every graduate who wanted to enter the trade, has been placed. The wages for apprentices are based on the prevailing wages of the journeyman. The same

is true of the work-day and the work-week.

The possibilities for advancement in the carpentry trade are unlimited. The order of advancement most often followed is: apprentice, journeyman, foreman, superintendent, and in some cases contractor.

With a definite shortage of trained building-trades mechanics, the young man who is mechanically inclined will find ample opportunities to develop salable abilities by entering vocational training classes.

* * *

Reading Conference

Juanita M. Taylor, Pomona

CLAREMONT COLLEGES, in collaboration with Pi Lambda Theta, has offered since 1934 an annual reading conference, the oldest conference concerning reading in America. Since 1936 the major papers presented before the conference have been recorded in a series of yearbooks which have been recognized by inclusion among selected bibliographies on reading.

The conference programs include representatives from the fields of medicine, health, nutrition, optometry, psychiatry, psychology, governmental agencies and many other special fields, as well as people from all levels of the schools.

The 1942 conference program, July 6-10, includes a general morning session devoted to the consideration of basic problems; special morning sessions where outstanding speakers will present for discussion, problems of great concern at the various levels of the school system from kindergarten through junior college; and, afternoon section meetings set up on an interest basis to include such areas as primary reading, basic English, clinical procedure, visual aids and music.

* * *

At Santa Barbara

HARRINGTON Wells is director of Field School of Natural Science, Santa Barbara State College, the 9th annual session coming August 10-21. The school has a faculty of specialists in natural science education and grants two semester units of college credit under state supervision.

There are field observations, demonstrations and discussions for students, teachers, parents and organization leaders. Investiga-

tions center about the Natural History Museum and botanic garden, foothills of the Santa Ynez Mountains, Los Padres National Forest, Laguna Blanca Bird Refuge, tide-pools along the ocean shore, and the college campus. Conservation of natural resources during wartime is the integrating theme with which all courses are correlated. Garden tours visit beautiful estates of Santa Barbara and Montecito, famous throughout the West.

* * *

Schools in Wartime

SUMMER Use of School Plant and Personnel for War Services is a 4-page, mimeographed bulletin prepared by a committee of the Wartime Commission, Francis S. Chase, chairman. The report may be obtained from U. S. Office of Education, Washington, D. C.

Mr. Chase is executive secretary, Virginia Education Association, 401 North Ninth Street, Richmond.

This valuable report deals with contributions to the war-effort which schools and teachers may make during the summer and is of practical value to California communities.

* * *

John H. Hill, vice-principal, Red Bluff High School for the past 15 years, recently was elected city trustee. Mr. Hill is the first schoolman, as far as known, to be so honored in Red Bluff. He is likewise one of the few schoolmen of the state who have held such an office. District Superintendent Walter Kynoch of Marysville is another.

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THE JUNIOR COLLEGES

THE CALIFORNIA JUNIOR COLLEGE FEDERATION

Richard J. Werner, President, Salinas Junior College; President of the Federation

NEW times demand new measures and new men," as stated by James Russell Lowell, is as appropriate today in the field of junior college education as those words were appropriate to the occasion when our American poet presented them to the public back in the 1880's.

Students, faculty, curricular offerings, and equipment have all been re-directed, more so this year than any previous year of our junior college life. This young institution of our educational family has always tried to meet the needs of the young people of the community which it serves. Never before have we made such adjustments to the times as during the critical period beginning with 1940 and continuing to the present.

These adjustments, however, should not give the impression that there are no fundamental guiding principles. Dr. Ingalls ably expressed them when he stated:

1. The junior college is essentially a community institution and has a special obligation to meet the needs of its own constituency. The resulting schedule uses the buildings and equipment in any hour of the day or any period of the year to give courses that will meet the needs of the young and old who can profit by the courses offered.

2. The junior college marks the completion of formal education for a large and increasing proportion of young people, and therefore it should offer curricula designed to develop economic, social, civic, and personal competence.

3. Terminal education, at the junior college level, includes so-called "general" education, designed to prepare students for social citizenship and for individual hap-

piness, and semi-professional and perhaps other types of vocational education, designed to prepare students for economic independence.

4. While course materials offered in terminal-work vary with community needs and types of student-body, the general problems encountered in offering terminal-work are similar in nearly every community.



Richard J. Werner, President

5. Junior colleges should offer work suited to the best interests and abilities of their students and less restricted by concern for duplicating the existing pattern of courses of other institutions.

6. Junior colleges should be encouraged to give a broad and practical application to the theory of part-time cooperative employment as an educational technique.

7. Junior college curricula can be organized satisfactorily and judged fairly only in terms of each institution's own philosophy of education, its individually-expressed purposes and objectives, the nature of the students with whom it has to deal, the needs of the community which it serves, and the nature of the American democracy of which it is a part. In a republic the fundamental doctrine of individual differences is as valid for junior colleges as for individuals. Junior colleges do and should differ markedly. All junior colleges, however, although they may differ in type, location, philosophy, curricula, and other respects, have this in common: they are institutions for transmitting our American heritage and our American democratic ideals.

California Junior College Federa-

tion is the organization charged with the responsibility of fostering and perpetuating these ideals, so that the junior college may become better adjusted to not only the needs of the community but to the high school which furnishes the school population and the community which absorbs the products of our occupational and general curricula.

This Federation is composed of all of the public and private junior colleges in the state. It functions through three regional associations: The Northern California Junior College Association, the Central California Junior College Association, and the Southern California Junior College Association. Each regional association holds two meetings yearly, one in the fall semester and one in the spring semester. The presidents of these regional associations are ex-officio members of the executive committee of the Federation.

The Federation is organized to encourage the improvement of educational planning among the junior colleges of the state. It aims to foster and promote the attainment of high civic and vocational ideals by the youth attending the junior colleges. It encourages the practice of institutional self-studies of vital curricular, personnel, and administrative problems. It promotes through cooperative action of the three regional associations, the adoption of uniform procedures and practices in record-keeping, reports and other desirable directions.

Vital Cooperation

It cooperates with the other professional organizations of the state to articulate educational plans and policies. It has established therefore, through its activities for the attainment of its objectives, a vital position in the educational system of California.

The Federation carries on its regular work through standing committees and its special work by means of temporary committees.

Are You "Job Satisfied" For Next Term?

**WORK FOR UNCLE SAM
START \$1,260 TO \$2,100 YEAR**

68,578 appointments made in last fiscal year announced. War program is greatly increasing number of appointments. Teachers have a big advantage. Big pay, short hours and pleasant work. Write immediately to Franklin Institute, Dept. M227, Rochester, N. Y., for free 32-page Civil Service book with list of government positions for teachers, and full particulars telling how to qualify.

A GEOMETRIC PROJECT

Milton Babitz, Teacher, Red Bluff Union High School, Tehama County

IT seems to have all begun with the discovery of numerous cracks in the plaster ceiling. Not that they hadn't been there for a long time, but every class will uncover, in turn, the varied defects and discrepancies in the construction of their room. When fears that the ceiling be unsafe had been allayed, its improvement was left with the school-board.

However, in this short interval of critical evaluation, attention was directed to the walls. The dark, drab, yellow, weathered kalsomine coating presented ample incentive for creative effort.

The best plan offered most work and difficulties, but with aroused enthusiasm the two geometry classes were eager to see the project through. With administrative approval the plans were made and executed.

On a Saturday morning the first work-crew assembled, and amid ladders, buckets, brushes and good-natured banter spent six long hours until the accumulations of kalsomine had been removed.

Allowing two weeks for adequate drying of the plaster and the sealing of minor wall-cracks with patching plaster, the painting crew applied a pigment oil, wall-sealing, paint. A week of drying-time and the painters again assembled to put on the finishing coat of semi-gloss enamel. The pupils enthusiasm may be measured by their willingness to give up Saturday mornings and afternoons for the work. Several who resided outside of town arranged to make the trip so they might help.

The final steps, selection of geometric

designs, penciling the designs on the wall, and finally painting were carried out leisurely as time permitted. The designs were painted with a quick-drying paint, obtained in paste form and thinned to a suitable consistency with turpentine. The flat black paint contrasted suitably with the semi-gloss, light cream enamel.

IN evaluating the worth of the above project, the application of geometry enabled the classes to make a concrete contribution to the improved appearance of their classroom and indirectly their school. They have enjoyed the successful self-appraisal and pride that goes hand in hand with a job well-done.

The teacher worked too, from washing walls to painting; but his contribution was small compared to the privilege of knowing that he was at work with a group of youngsters who enjoyed working with their teacher.

Campanile
and Wheeler Hall



Berkeley campus

TO STUDY FOR NEW OPPORTUNITIES

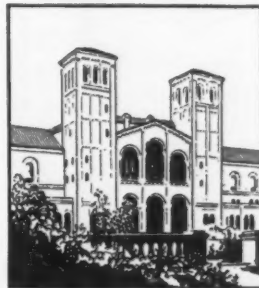
Today is the time to look ahead, preparing to meet the needs of new world conditions. At the Summer Sessions on the Berkeley campus and the Los Angeles campus of the University of California, those in attendance will profit by the many courses, including institutes, conferences and workshops in the departments of political science, geography, history, economics, public health nursing, and nutrition. These are organized with changing world affairs in view.

An important and delightful part of Summer Session life is the wide range of activities available in addition to the regular courses. Special lectures, recitals, drama, athletic tournaments — these are a few of the resources and advantages which make a summer spent on either campus a pleasant as well as profitable experience.

For Announcement of Courses, address: Dean of the Summer Session, University of California, Berkeley; or Dean of the Summer Session, University of California at Los Angeles, 405 Hilgard Avenue, Los Angeles, California.

UNIVERSITY OF CALIFORNIA SUMMER SESSIONS

Berkeley and
Los Angeles



Royce Hall

June 29 to
August 7

Los Angeles campus

New Trade Winds

ALARIC J. Roberts is author of *New Trade Winds for the Seven Seas*, a fine big book of over 400 pages, printed by J. F. Rowny Press, Santa Barbara, and obtainable from the author at 1505 Santa Barbara Street; price \$2.75, plus sales tax.

Into an engaging story is woven an important message and plan for stabilizing the economic structure of the entire world. The book is dedicated to Democracy's unquestionable ability to accomplish that task.

SPRING OFFENSIVE

STUDENTS BUY "CHUNKS OF DEMOCRACY"

Harold B. Owen, Teacher, English-Social Science Department, Inglewood High School,
Los Angeles County

\$3,200 in one month!

THIS is the record of Inglewood High School's Spring Offensive for the purchase of War-Savings Stamps and Bonds. With an enrollment of 2200 students, this represents an average saving of \$1.45 per pupil.

Since the drive continues throughout the semester, the total figure should represent a substantial school contribution to the war effort, as well as reveal a creditable individual student saving.

In answer to the student's desire to know "What I can do to help win the war," the drive began. Launched on Army Day with an assembly program, a "jeep," trench mortar, 37 mm anti-tank gun, machine-guns, and soldiers in full fighting regalia were presented to the student-body. A Lieutenant explained the cost of equipment in the terms of how many stamps or bonds would be needed to purchase each item. Thus the student got a vivid picture of exactly what his savings were buying, and realized that the accumulative efforts of the student-body purchases would actually help to equip our forces.

The Plan

The collection plan is so simple a child can work it — and does. The collection is taken at the beginning of third period each day. Throughout the week an appointed banker collects odd pennies, nickles, dimes, or whatever the student wishes to deposit. The banker keeps a record of these savings on a form-sheet and totals each pupil's deposits for the week.

On Friday he purchases the stamps from the student-body office for his depositors, distributes them quietly in class, and, should there be a balance left in savings, carries it over to the next week. The banker clears his books each week, and the students sign for the stamps received.

The money is then turned over to the teacher or to the student-body office. A new banker may be appointed each week if de-

sired to give more students the experience of financial responsibility.

An Example

A student deposits 3 cents on Monday; Tuesday he has no money; Wednesday finds him with an available 5 cents; Thursday and Friday yield 4 cents each. Having accumulated 16 cents, his banker purchases one 10-cent stamp. The student signs for the stamp and gets credit for a balance of 6 cents to start his savings for the new week.

History of the Plan

This general savings-plan for the student-body was the outgrowth of a similar plan inaugurated in five Freshman Problems classes and tested for 5 weeks. The 150 participating 9th graders purchased \$450 in stamps and bonds, a more substantial saving than the rest of the student-body. Consequently the plan was thought to be potent for general student-body participation. Since the adoption of this plan by the entire school, sales have increased 400%.

FOR a small time-investment the attitude-results are large indeed. The student experiences a real personal participation in both thrift and patriotism.

He is exposed to the banking system and daily encouraged to deposit even very small sums in a savings-account and watch them accumulate.

He has a daily opportunity to express his patriotism in a tangible way by his penny purchases of "Chunks of Democracy."

Modesto Council for Youth Planning had an active committee on student needs, headed by H. Gordon White, commercial department teacher, Modesto Union High School, and which conducted a survey of summer employment of high school pupils.

Of the 1,686 students, 90% had had various types of work-experience; 66% had worked in fruit harvesting or processing; 92% were planning to work this summer; 81% are ready to do any type of work they are capable of performing, in case of a labor shortage.

* * *

Air-Raid Defense

ERWIN A. DECKER, director of guidance and research, Madera Union High School, reports that that school has developed a highly satisfactory air-raid defense plan without major expenditures or loss of school time. Principal of the school is L. C. Thompson.

This plan utilizes all of the comparatively safe sections of the school buildings, which are marked off. Over 100 students have been trained as wardens, fire watchers, fire auxiliary members, food preparers, first aid members, wreckers, and nurses. They carry on their duties, admirably protecting the remaining 700 students. Nine pages of mimeographed material, giving full details of the plan, may be obtained by addressing Mr. Decker.

He states, "We have had two successful air-raid drills. The earnestness displayed by students in assuming responsibilities of this nature has been remarkable. Our crews have put out imaginary fires and incendiary bombs, tended the wounded, transported and hospitalized those feigning graver injuries, torn down brick walls to get at the injured, and have trained themselves in other ways to cope with the real thing if it ever comes."

RETIREMENT SALARY

THE Retirement Salary Plan, adopted by California Teachers Association State Council of Education at the recent annual meeting and published in full in this magazine, May issue, has been unanimously adopted by:

CTA Southern Section Council
CTA Central Coast Section Council
CTA Northern Section Council
CTA Central Section Classroom Teachers Department
Tulare County Division Unit

Bay, North Coast, and Central Section Councils do not meet until fall.

JUNIOR HIGH SCHOOL

DISCIPLINE AND THE FIRST YEAR TEACHER IN THE JUNIOR HIGH SCHOOL

Wilbur R. Jacobs, Bell Gardens Junior High School, Montebello Unified School District, Los Angeles County; State President 1941, California Student-Teachers Association

CHILDREN of a junior-high-school age are often looked down upon by teachers who at times forget the sensitivity of the child's personality.

Boys and girls will reflect the atmosphere of a friendly teacher in a room with plants, flowers, posters, and an attractive bulletin-board. They quickly form their likes and dislikes which have a direct reaction on the quality of their work and conduct.

Willingness to work, a desire for genuine achievement, and fine citizenship are a direct reaction to suitable motivation and a desire to please their teacher-friend.

Junior-high-school children demand to be liked — it gives them a feeling of security that they miss from their former close associations in the elementary school. They deeply appreciate a warm friendly smile, which will in turn disarm any stubborn feeling of resentment against subject matter because of previous unpleasant associations. If they feel that a teacher understands them and can talk to them on their own level about common interests, a new feeling of cooperativeness can be built.

Mutual Interests

Just as in adult friendships, children-teacher associations should be constructed upon mutual interests. In the latter case it may be sports, school activities, or even the comic section of a local newspaper. This is a foundation upon which interest in classroom work may be formed.

The alert first-year teacher will quickly note the things that capture the interest of the adolescent mind. Children love motion-pictures, sensational reading-matter, the rivalry of competitive athletics, excitement, romance, and adventure. Whether we approve or not, these things are ever-

lastingly present to appeal to the emotional nature of the child.

Now the question may be raised regarding the expediency of using emotion to dramatize our daily lessons. Dynamic interesting lessons may become a part of classroom work in almost any subject. For our social living classes there is nothing more adventurous than the many stories that illustrate the great Westward movement in our national history. Even the dry subject of grammar may have its human interest in cartoons illustrating the functions of marks of punctuation and parts of speech.

With a few foundation lessons in figure drawing, perspective, and color, an art teacher may have his pupils illustrate an exciting life story of the romantic career of a sculptor such as Benvenuto Cellini. The teaching of music has a fine basis for dramatic presentation in the sentiment of the music itself if it is emphasized.

Creative Energy

In home economics, art-craft, and shop-work, the average youngster will labor ceaselessly to create an object that will give him distinction. How starved for a word of praise are many of our so called discipline problem children! A word of encouragement, a compliment before a rebuke, or a word of praise, will in many cases make the difference between a good student and a poor one.

Deserving compliments regarding the personal appearance of a student, his achievements in school activities, or his effort, give the praise-hungry child confidence anew in the world. The junior-high-school child's emotional nature may be easily reached by sincere compliments if they are not too numerous. Many problems in discipline have been solved by the vic-

tory of confidence over discouragement.

When a class becomes disorderly, the new teacher should not always feel that the cause is a lack of firmness but rather a lack of friendliness, understanding, or emotional appeal. Here we may find a foundation for classroom esprit de core.

* * *

At Ripon

Public Schools Week Observance

On May 1, as a feature of Public Schools Week, the Ripon Grammar School, San Joaquin County, Harry Knopf, principal, entertained the people of the district with an evening musical and literary program. An original play, entitled *Mother Goose Land*, in two scenes, was produced. Practically all of the pupils of the school took some part in the program. An attractive mimeographed program was presented to each patron of the school. The small admission charge went to the cafeteria fund of the school.

The adult audience was the largest to ever gather in the 50-year history of the school. In fact, it was so large that more than a hundred adults had to remain in the vestibule. Approximately 500 adults were in attendance.

Parents and patrons for a number of days after the entertainment, during the period when the teachers were registering individuals for War Ration Books, complimented the teachers for their splendid work.

The rooms were attractively decorated with children's work, so that parents and their friends could see the arts and crafts executed by the pupils.

The work was so displayed that parents could grasp and understand the philosophy behind a modern school. It was made clear to them that all the teachers were striving to reach common objectives.

Summer Session • '42

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John K. Norton has been appointed to succeed Dr. George D. Strayer as director of the Division of Organization and Administration of Education at Teachers College, Columbia University, effective July 1. The Division offers courses in administration preparing for the following positions: superintendents of schools, secondary school principals, elementary school principals, school officers in rural areas, directors of vocational education, college and university officers, presidents of teachers colleges, officers of junior colleges.

* * *

Alhambra city and high school districts, Los Angeles County, review of their War Contribution Activities and the war influ-

ence on the schools is a beautifully-illustrated, 8-page brochure, distributed there throughout the recent Public Schools Week observance. H. W. Heyl, director of adult and continuation education, had charge of the preparation of this timely and most commendable bulletin.

* * *

The American Scene

MCGRAW-HILL Book Company issues a series in social and commercial studies. An important member of the series is *The American Scene*, an introduction to sociology by 4 authors two of whom are at University of Southern California, Los An-

geles,—Irving R. Melbo, assistant professor of education, and A. O. Bowden, head of the department of anthropology. The other two authors are teachers in West Philadelphia Senior High School.

A full decade of extensive research and study has gone into the preparation of this noteworthy volume of 570 pages. As a basal text for high school courses in sociology and social problems it can be used in either a one-semester course or a full-year course. Price \$1.96.

* * *

Guiding Our Children

GUIDING Children in Democratic Living, 14th yearbook of California Elementary Principals Association, deals primarily with practical problems of practicing What (philosophy), Why (psychology), How (practical workings), of Democracy in the elementary school.

The volume emerged through the process of democratic group-thinking. Groups throughout California combined their best efforts to produce outstanding articles. These have been supplemented by articles contributed by experts. The volume is most helpful to all who are facing educational problems in this world at war.

Copies may be secured through Sarah Young, Parker School, Oakland. This 160-page volume is just off the press; price, \$1

* * *

A newly-created Craft Department, established by Schwabacher-Frey Company, 736 South Broadway, Los Angeles, is in charge of Harold A. Tobias, formerly of San Francisco and known throughout California and the West in the field of handicraft equipment and supplies. Anyone interested in handicraft may obtain, by writing to the above address, a copy of the new Fellowcrafters craft catalog.

* * *

John I. MacGregor, principal of Newark School, has been elected president of Southern Alameda County Principals Association, and Lloyd R. Lofthus, district superintendent of Pleasanton Elementary, is the new secretary-treasurer.

* * *

Francis Noel, formerly director of visual education, public schools, Santa Barbara, is now serving as a visual aids consultant with Bureau of Aeronautics, Washington, D. C., with rank of Lieutenant, United States Navy. His successor at Santa Barbara is Dixon L. MacQuiddy.

HELP FIGHT FIRES

To the Editor:

THE War confronts California with the toughest over-all fire problem to be found in the United States. It intensifies the already dangerous fire hazards within our forests and watersheds, not only because of acts of sabotage and incendiarism by enemies, but also through the acute and growing shortage of manpower and the difficulties of obtaining much-needed additional equipment.

The California State Council of Defense, Division of Forestry and the State Board of Forestry and cooperating agencies are trying to meet this shortage in various ways:

1. By building up an auxiliary force, for use in emergencies, of high school and college students who will be trained in fire fighting techniques.
2. By organizing farm workers as volunteer firemen.
3. By using prison labor.
4. By recruitment from any and all other sources.

California Division of Forestry asks you to help acquaint the public with the need not only for being extra careful with cigarettes, camp-fires, and automobiles, but also with the necessity of reporting fires to the State rangers or other constituted authority.

Kenneth I. Fulton, Director of Natural Resources.
State of California, Department of Natural Resources, Sacramento.

CALENDAR OF COMING EVENTS

June 6 — Association for Childhood Education Southern Section; annual homecoming luncheon. University of California at Los Angeles.

June 13 — CTA Board of Directors; regular meeting. State Headquarters, San Francisco.

June 13 — General MacArthur Day.

June 14 — Flag Day.

June 15-June 22 — Summer Workshop for teachers and administrators. University of Denver.

June 15-26 — National Institute for Traffic Training; 5th annual session. Yale University, New Haven, Conn.

June 15-27 — School for Executives, sponsored by American Association of Teachers Colleges. Pine Lake Camp, Michigan.

June 20-27 — American Legion Sixth annual Boys State. Davis.

June 21 — Fathers Day.

June 21-25 — American Home Economics Association; annual convention. Boston.

June 22-27 — American Library Association; 64th annual conference. Milwaukee.

June 22-July 3 — Reading Institute at New York University, New York City.

June 28-July 2 — National Education Association; annual convention. Denver.

June 29-July 2 — Printing Education; 21st annual conference. Carnegie Institute of Technology, Pittsburgh.

June 29-August 7 — California Adult Education Workshop. Mills College.

June 29-August 24 — National Music Camp; 15th season. Interlochen, Michigan.

July 2-3 — National Workshop on Problems of the Hard-of-Hearing in Wartime. University of Southern California, Los Angeles.

July 4 — Independence Day.

July 6-10 — Claremont Colleges Reading Conference; 9th annual session. Claremont.

July 6-11 — California Educational Policies and Plans Committee, Dr. John A. Sexson, chairman. First annual summer conference. University of California, Los Angeles.

July 6-17 — National League of Teachers Associations; 17th annual League College. At Colorado State College of Education, Greeley. Address Helen F. Holt, 1543 B, Santa Clara Avenue, Alameda.

July 6-17 — NEA Department of Supervisors and Directors of Instruction; summer conference. Estes Park, Colorado.

July 6-17 — NEA Department of Elementary School Principals; 6th annual conference. University of Colorado, Boulder.

July 7 — Regional conference of NEA and NAM (National Association of Manufacturers). Los Angeles.

July 9 — Regional conference of NEA and NAM (National Association of Manufacturers). Los Angeles.

July 9-11 — Western Folklore Conference. University of Denver.

July 12-August 15 — Institute on World Problems; auspices World Federation of Education Associations. At American University, Washington, D. C.

July 16 — California Society for Study of Speech Therapy. Dinner, 6:00 p.m., Berkeley City Women's Club; for reservations address Miss Edna Cotrel, 303 Bridge-way, Sausalito. President of the Society is Eunice McAvoy, Napa County rural supervisor.

August 7-10 — Third California Conservation Conference. Santa Barbara.

August 10-12 — Conference of State Teachers Association Presidents and Secretaries, 11 Western States. McCall, Idaho.

August 10-21 — Santa Barbara School of Natural Science; 9th annual session. Santa Barbara State College.

August 25 — Primary elections.

August 25-27 — CTA Southern Section; annual conference of officers of local teachers clubs. Camp Seely, San Bernardino Mts.

August 28-30 — Writers Conference of The West. Oakland.

September 7 — Labor Day.

September 9 — Admission Day.

September 28-30 — CTA North Coast Section; annual meetings. Willits.

October — Pan-American Exposition; celebrating 450th anniversary of the discovery of America. Buenos Aires, Argentina.

October 3 — CTA Southern Section Council; regular meeting. Biltmore Hotel, Los Angeles.

October 3 — CTA Bay Section Council; regular meeting. Sir Francis Drake Hotel, San Francisco.

November 8-14 — American Education Week.

November 11 — The Armistice Day of the First World War.

November 21 — CTA Southern Section Council; regular meeting. Biltmore Hotel, Los Angeles.

November 23-25 — CTA Central Coast Section; annual meetings.

November 26 — Thanksgiving Day.

California Teachers Association

Placement service for members at moderate cost:

Address Earl G. Gridley, 2207 Shattuck Avenue, Berkeley; phone THornwall 5600; or

Carl A. Bowman, 408 South Spring Street, Los Angeles; phone TRinity 1558.

When you sign *your name* to a document what does it *mean to you?*

LET'S SUPPOSE you have a used lawn mower you don't need.

You've heard that your friend John needs one, so you write him a letter.

"John," you say, "This lawn mower is O. K. and I don't need it. You can have it for \$6.00."

Then you sign your name. *That's important.*

When John says "Yes, I'll take the lawn mower for \$6.00"—you expect to make good on your word.

That's exactly what a business man does when he runs an ad.

He, in effect, signs a contract with you that the goods he is offering at the price asked *is as he tells you.*

For instance, if a canner advertises that

his peaches have a certain syrup sweetness, are clingstone or freestone, you can depend on that being the fact.

Or when a retail store puts its name at the bottom or top of the ad, that is an assurance to you that the articles advertised are as represented.

This is why advertising is such a good buying guide for you. The one who pays for the ad has "signed his name," just as you did when you wrote John.

WHAT TO DO

So when you see a product, a store, or a service consistently advertised, *buy with confidence* that you are getting *full value for your money.*

Make advertising your *buying guide.*

Just a few new products and services introduced through aid of advertising to the benefit of the American people.

Alkaline Balance	Life insurance
Automobiles	More comfortable beds
Better Clothes	More frequent bathing
Better gasoline and motor oil	More vacations
Better lighting	Need of Vitamins
Better music	Orange juice
Better ranges	Package and canned goods
Cleaning of teeth	Pineapple juice
Disposable tissues	Refrigerators
Electrical appliances	Sanitary napkins
Elimination of bad breath	Telephones
Hearing aids	Vacuum cleaners
Lemons & their uses	Washing machines

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